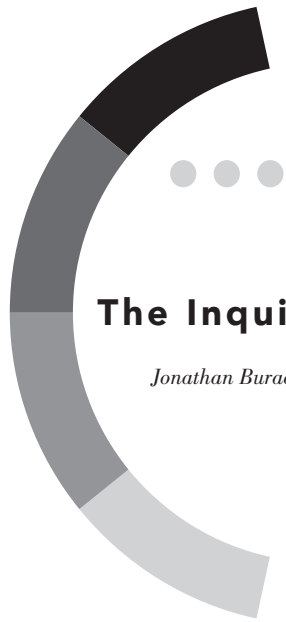


Colonial America



The Inquiry Arc in U.S. History

Jonathan Burack

Jamestown and Plymouth

MindSparks®

CULVER CITY, CALIFORNIA

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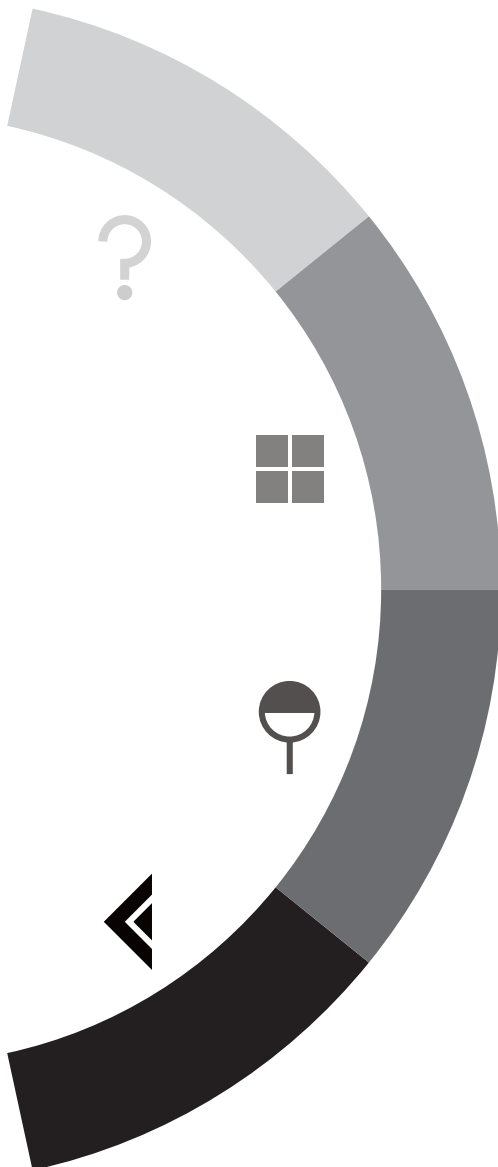
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C3 Framework

This unit is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this unit are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each of our units addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each unit.

How to Use This Book

These units offer you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each unit asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to complete the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a timeframe for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each unit is aligned with several C3 Framework standards and Common Core standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



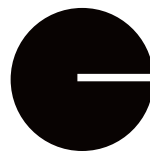
History



Civics



Economics



Geography



Jamestown and Plymouth

Were They So Different?

Overview

Introduction

Jamestown (founded in 1607) was the first British settlement to survive in what was to be the southern part of the British colonies of North America. Plymouth (founded in 1620) was the first such settlement in what was to become New England. In looking back, the two are often seen as starkly different, just as the regions they developed into also seemed different. There is little doubt the two settlements did differ substantially. However, was the difference as great as is sometimes assumed? To answer that, we need to get a clear idea from actual primary sources of what life was like in each settlement in its very first years. That is the purpose of this lesson. The sources won't supply a single, simple answer, but they will allow us to look at the religious, political, economic, and geographical aspects of each settlement in an effort to address the compelling question.

Objective

Students will complete a final task or prepare a final presentation to respond in a meaningful way to a compelling question about the British colonies Jamestown and Plymouth. They will work individually and in groups to apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Unit

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.CIV.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
 - ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
 - ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
 - ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
 - ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
-

Common Core Anchor Standards Addressed by This Unit

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Were the Jamestown and Plymouth colonies as different as they seemed?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the unit in mind as they read.

**Asking Questions about Jamestown and Plymouth**

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay with the class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the unit’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Provide each student with a copy of all the primary sources for this unit. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

**Applying Disciplinary Concepts and Evaluating Sources and Evidence**

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining eight primary sources, they will select one that supports their claim.

7. Using the evidence gathered from the primary sources, each group will then prepare a brief (five- to ten-minute) presentation about Jamestown and Plymouth from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or another related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the unit.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses understanding of the topic and responds clearly to the unit's compelling question. The projects may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Jamestown and Plymouth Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Students will create a poster comparing the ways that Jamestown and Plymouth are similar as well as the ways that they are different. This may be completed individually, or in small groups.
- ◆ Playing the role of a colonist in either Jamestown or Plymouth, students will write an imaginary dialogue between themselves and a colonist from the other settlement. The dialogue should compare the two colonies and convey why the student thinks their colony is preferable.
- ◆ Students will imagine that it is 1624, and they have just returned to London after a visit to Jamestown and Plymouth. They will write an editorial for a London newspaper advising people who are thinking about moving to America to consider one colony or the other.

Taking Action

- ◆ The class will pretend that they are all on board the *Mayflower*, and they have just arrived in a strange new land. Appoint a committee of four to create a one-page agreement about how the group will govern themselves. The committee will share the agreement with the entire class, discuss it, and reach compromises until all in the class can agree to sign it.
- ◆ Students will use social media (Twitter, Facebook, etc.) to ask people what they know about Pocahontas, and then evaluate the responses using the relevant references in the Sources for Further Study section. They should summarize their findings in a brief essay about the myths and facts surrounding Pocahontas and share the essay online for the benefit of all those who contributed.

Introductory Essay

Jamestown and Plymouth



Embarkation of the Pilgrims

In the 1500s, English vessels were fishing in waters off the northeastern coast of North America. Explorers began to map parts of that coastline, and soon England claimed title to the region. Then in the early 1600s, England established its first successful North American colonies. This all took energy, know-how, and courage. Yet the nation that took on this task was not united, harmonious, or happy. England was bitterly divided, and its divisions are central to understanding how England's early settlements in America developed.

The divisions had to do with religion and politics. In 1534, King Henry VIII separated the Church of England from the Roman Catholic Church. The king replaced the pope as head of the Church of England, so when James I became king in 1603, he became head of the church as well. After separating from Rome, the Church of England joined



A map of Virginia as described by John Smith in 1606

the Protestant Reformation, but many English Protestants were not satisfied. These dissenters did not think the church's reforms went far enough. Some hoped to drastically simplify the church, while others, called Separatists, gave up and separated from it entirely. The king was powerful but not all-powerful. He faced the growing power of Parliament's House of Commons, and that body was full of religious dissenters. Various dissenting groups were gaining strength in English life as well, and they became heavily involved in the settling of America.

Dissenters were not the only ones interested in America. Wealthy merchants and some aristocrats also got involved. They looked to the New World for wealth from gold, silver, timber, or trade. Because King James was not powerful enough to finance colonization alone, he granted large areas in America to special companies of merchants and others who helped pay the huge costs. These companies took on the risk of paying for and organizing settlements.

This is how the first two permanent English settlements were established in North America. Jamestown was founded in 1607 on the James River in what is now Virginia. Plymouth was founded in 1620 in what is now Massachusetts. The two settlements differed in many ways, and usually that is what people pay most attention to when

they learn about them. These differences in part reflect the great divisions disrupting English society at the time. They also helped shape the way the colonies would develop. The differences were real, but were they all that great? This question is the central focus for this unit.

The question leads to several others. For example, why was each settlement founded? What purposes motivated the settlers? Who came to live in each settlement? How did their settings differ? How well did each deal with the Native Americans in the area? What major challenges did each face? How well did they cope with those challenges?

Plymouth and Jamestown were both funded by companies of merchants and other wealthy individuals. These were the adventurers—those who ventured the funds. The adventurers then had to recruit the actual settlers, called planters. At Plymouth, the core group of settlers were deeply religious separatist dissenters. We know them today as the Pilgrims. Their goal was to escape the corrupt ways of the Church of England, and they hoped to found a godly community. They traveled as families. Once in America, they organized their settlement to fit with their ideals.

Jamestown's settlers had no such unifying religious vision—the colony was founded by the Virginia Company, and it only sought to earn a profit. In 1607, the company sent 144 males to Jamestown. This group included gentlemen, investors, laborers, craftsmen, soldiers, a minister, and four boys. Some of Jamestown's greatest troubles in its early years were due to this mix of original settlers. They lacked the loyalty that held the Plymouth colonists together.

Geographical factors also challenged each colony in different ways. Plymouth had to deal with intense winter cold. Jamestown was located in a swampy, extremely unhealthy area. The colonies also had very different dealings with nearby Native Americans.

Nevertheless, the colonies shared much in common. Both had to create new forms of government for themselves. Both faced famine and other hardships in their earliest years. Both had to adjust to the Native Americans already living in the areas they settled. Both had to learn to use the resources of their areas in unexpected ways.

In this unit, you will examine a small sample of primary sources about Plymouth and Jamestown. These will help you decide how different and how similar the two settlements were. Keep in mind that these sources are a very small sample. They present the views of people with differing purposes and points of view. Interpreting such sources is not easy. This unit will give you a chance to do this as best you can. It should help you better understand these early settlements and their importance in the broader story of America.

Image Sources: *Embarkation of the Pilgrims*, by Robert Walter Weir. Public domain via Wikimedia Commons
Virginia, drawn by William Hole. Courtesy of the Library of Congress



History Group

GROUP MEMBERS:

Jamestown and Plymouth

Your group's task is to explore the history of Jamestown and Plymouth. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Both Jamestown and Plymouth encountered Native American tribes nearby. Did their attitudes toward and interactions with these tribes differ in important ways? Why or why not?

3. Read and discuss Primary Sources 1.4, 1.9, and 1.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Neither Jamestown nor Plymouth were founded in an empty wilderness. It was anything but empty—and it was not really a wilderness, either. In Virginia, a powerful alliance of tribes, the Powhatan confederacy, controlled much of the area. It was made up of about 30 tribes and perhaps 200 settlements in the area around Jamestown. These tribes saw the Jamestown settlement as a possible threat, but also as a possible trading partner. Their dealings with the settlers were mixed from the start, shifting continually from cautious friendship and trade to sudden attacks by both sides and, by 1622, to all-out war.

At Plymouth, meanwhile, the colonists dealt with the Wampanoags. They were made up of dozens of local villages throughout what is now southeastern Massachusetts. However, just before the Pilgrims arrived, several epidemics swept through the region, killing thousands. Whole villages were left empty. The Native American population declined significantly.

As a result, cleared lands were easily available for the colonists to use. Wampanoag leader Massasoit was anxious to ally and trade with the Pilgrims. For a while, this helped the two sides get along reasonably well.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.4

Primary Source 1.9

Primary Source 1.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Both Jamestown and Plymouth encountered Native American tribes nearby. Did their attitudes toward and interactions with these tribes differ in important ways? Why or why not?

State your group's claim here:

7. From the remaining eight primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

Jamestown and Plymouth

Your group's task is to explore the civics of Jamestown and Plymouth. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How successful was each colony in establishing a governing system that worked smoothly and harmoniously?

3. Read and discuss Primary Sources 1.3, 1.6, and 1.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

The merchant companies that financed the Plymouth and Jamestown settlements received grants of certain portions of the North American mainland. However, the *Mayflower* landed outside the lands granted to its company. As a result, the adult males onboard wrote and signed the “Mayflower Compact,” agreeing to obey whatever government they established once on land. Many of these adults were members of families. The group included the Separatists—the Pilgrims—and it also included some artisans and others who were not Separatists. Yet all agreed together to follow the rules their leaders decided on. These factors influenced the way the government was established and the way it operated at Plymouth.

At Jamestown, the original company kept control over the government and leaders of the colony much more so than at Plymouth. However, the leadership and rules were constantly changing in the face of many problems. The original settlers were all males, and religion played little or no part in their decision to go to America. Some were poor laborers who hoped for a better life, and others came hoping to get rich quickly. These factors were important in shaping the government of Jamestown.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.3

Primary Source 1.6

Primary Source 1.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How successful was each colony in establishing a governing system that worked smoothly and harmoniously?

State your group's claim here:

7. From the remaining eight primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Economics Group

GROUP MEMBERS:

Jamestown and Plymouth

Your group's task is to explore the economics of Jamestown and Plymouth. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Both Jamestown and Plymouth faced economic challenges in their first years. Did they meet those challenges in similar ways?
3. Read and discuss Primary Sources 1.5, 1.8, and 1.II.
4. Read and discuss the following background information. Use the information to help complete the handout.

Jamestown and Plymouth both had trouble surviving the first difficult years in a strange land. Each faced its own “starving time” in its first years, and at least half of the colonists present perished in a single winter season. The first settlers to arrive were already weakened from a long voyage. They often could not fight off disease, find enough food, or begin to produce what they needed for basic survival. Each relied on help from local Native American tribes to overcome these bleak times.

Each group of colonists had to please the merchant company that had funded its settlement. This put pressure on them to produce goods or find resources to sell back in England. Both groups found such goods—colonists in Plymouth traded with the Native Americans for furs, for instance, and tobacco was grown in Jamestown. However, this pressure may have kept colonists from fully developing economies that worked better for them. Having mostly farming families seems to have helped in Plymouth as opposed to Jamestown, where the first settlers were all single males. Many hoped to get rich and either return to England or live comfortably in Virginia. Despite these differences, both colonies in time found ways to survive economically.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.5

Primary Source 1.8

Primary Source 1.II

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Both Jamestown and Plymouth faced economic challenges in their first years. Did they meet those challenges in similar ways?

State your group's claim here:

- 7. From the remaining eight primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

- 8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.



Geography Group

GROUP MEMBERS:

Jamestown and Plymouth

Your group's task is to explore the geography of Jamestown and Plymouth. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How did geographical factors and regional differences affect the way these two colonies developed?

3. Read and discuss Primary Sources 1.2, 1.6, and 1.II.
4. Read and discuss the following background information. Use the information to help complete the handout.

Jamestown colony was located on a small peninsula about forty miles inland on the James River. It seemed like an ideal location. The main goals were to build a fort safe from attack and a port at which ships could easily dock. The port would make it easy to ship the colony's riches to England and bring in settlers and supplies. This spot was uninhabited and cut off from the mainland, which made it safe from attacks by Native Americans. However, it was uninhabited because it was swampy and unhealthful, with brackish, undrinkable tidal water flowing up the estuary. The surrounding lands were flat with many rivers and streams. In time, tobacco farming spread rapidly up along these rivers, and the rivers made it easy for ships to load crops.

Plymouth's environment was very different. It was located in a former Native American village whose inhabitants had all been killed by recent epidemics. This left the colonists a good amount of cleared land, but New England's winters are harsh. The colonists did face their own "starving

time” in their first winter there. However, the few surviving Native Americans nearby were ready to help. They probably saw the Pilgrims as trading partners and possible allies against their other native enemies. As a result, they taught the Pilgrims how to cope with their surroundings. This included teaching effective ways of raising corn. Plymouth was never wealthy, but it was able to survive on basic agriculture and trade in fish and furs.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the secondary source above to help you think about these questions. Develop supporting questions that will help answer your group’s compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 1.2

Primary Source 1.6

Primary Source 1.II

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group’s own compelling question. Here is that question again:

How did geographical factors and regional differences affect the way these two colonies developed?

State your group's claim here:

7. From the remaining eight primary sources for this unit, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief, five- to ten-minute presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

In this lesson, you will be studying several primary-source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special critical-thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can also help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here refers to the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local situation or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

I.I

Settlers of Jamestown

This is a table categorizing the classes or occupations of some of the original settlers of the Jamestown colony in 1607. The list was recorded in John Smith's *A Map of Virginia* (1612), and the individual names in each of these categories can be accessed on the Historic Jamestowne website.

Original Settlers of the Jamestown Colony			
Gentlemen	29	Barber	1
Laborers	13	Bricklayers	2
Ruling Council	6	Mason	1
Carpenters	6	Tailor	1
Preacher	1	Drum	1
Blacksmith	1	Boys	4
Sailer	1		

Original Document Source: "First Settlers," Historic Jamestowne,
<http://historicjamestowne.org/history/history-of-jamestown/first-settlers/>.

A Pamphlet Promoting Jamestown

The Virginia Company raised the funds needed to pay for the first Jamestown settlement. In 1609, a pamphlet was published to encourage more people in England to invest in the company. The pamphlet is addressed to Sir Thomas Smith, who was then treasurer of the Virginia Company of London. This passage is from that pamphlet.

Original Document

The country it selfe is large and great assuredly, though as yet, no exact discovery can bee made of all. It is also commendable and hopefull every way, the ayre and clymate most sweete and wholesome, much warmer then *England*, and very agreeable to our Natures: It is inhabited with wild and savage people, that live and lie up and downe in troupes like heardes of Deare in a Forrest . . . they are generally very loving and gentle, and doe entertaine and relieve our people with great kindnesse: they are easy to be brought to good, and would fayne embrace a better condition: the land yeeldeth naturallie for the sustentation of man, abundance of fish, both scale and shell: of land and water fowles, infinite store: of Deere, Kaine and Fallow, Stages, Coneys, and Hares, with many fruits and rootes good for meate.

There are valleyes and plaines streaming with sweete Springs, like veynes in a naturall bodie: there are hills and mountaines making a sensible proffer of hidden treasure, never yet searched: the land is full of mineralles, plentie of woods (the wants of England) there are growing goodly Okes and Elmes, Beech and Birch, Spruce, Walnut, Cedar and Firre trees, in great abundance, the soile is strong and lustie of its owne nature, and sendeth out naturally fruitfull Vines running upon trees, and shrubbes: it yeeldeth also Rosin, Turpentine, Pitch and Tarre, Sassafras, Mulberry-trees and Silke-wormes, many Skinnes and rich furies, many sweete woodes . . . plenty of Sturgion, Timber for Shipping, Mast, Plancke and Deale, Sope ashes, Caviare, and what else we know not yet, because our daies are young. But of this that I have said, if bare nature be so amiable in its naked kind, what may we hope, when Arte and Nature both shall joyne, and strive together, to give best content to man and beast?

CONTINUED

Adapted Version

The country is large and great, though as yet, no exact size is fully known. It is admirable in every way. The air and climate are most sweet and wholesome, much warmer then England, and very agreeable to us. It is full of wild and savage people who live all around in groups like herds of deer in a forest. . . . They are generally very loving and gentle, and entertain and relieve our people with great kindness. They are easy to be brought to good, and would like to embrace a better condition. The land naturally produces what men need—huge amounts of fish, both scale and shell, an infinite amount of land and water fowl, various kinds of deer, rabbits, and hares, with many fruits and roots good for meat.

There are valleys and plains streaming with sweet springs, like veins in the body. The hills and mountains suggest the presence of hidden treasure, never yet searched for. The land is full of minerals, plenty of woods (which England lacks). There are oaks and elms, beech and birch, spruce, walnut, cedar, and fir trees in great abundance. The soil is strong and rich. It sends out naturally fruitful vines running up trees and over shrubs. It yields rosin, turpentine, pitch and tar, sassafras, mulberry trees and silkworms, many skins and rich furs, many sweet woods . . . plenty of sturgeon, timber for shipping, mast, plank and pine, soap ashes, caviar, and much else we don't know about because we have only been here a short time. But if nature alone can be so inviting, imagine what we can have when human skill and nature are joined together?

The Virginia Company hoped to find gold and other minerals in the New World, and many of the first settlers spent much of their time hunting for such riches. This passage was taken from the writings of some of the original settlers in the colonies and reproduced in John Smith's *A Map of Virginia*. In the book, which talks about Jamestown in its first years, John Smith wrote about this emphasis on finding gold and its harmful effects.

Original Document

Our ordinarie was but meale and water, so that this great charge little relieved our wants, whereby with the extremitie of the bitter cold aire more then halfe of vs died, and tooke our deathes, in that piercing winter I cannot deny, but both Skrivener and Smith did their best to amend what was amisse, but with the President went the maior part, that their hornes were too short. But the worst mischief was, our gilded refiners with their golden promises, made all men their slaues in hope of recompence, there was no talke, no hope, no worke, but dig gold, wash gold, refine gold, load gold, load gold.

Adapted Version

We usually had only coarse grain and water to eat. This food gave us little relief. Because of this and the bitterly cold weather, more than half of us died in that piercing winter. But both Mathew Skrivener and John Smith did their best to correct what was wrong. The worst trouble was caused by our refiners and goldsmiths. Their golden promises made all men their slaves in the hope of reward, so that there was no talk, no hope, no work undertaken except to dig gold, wash gold, refine gold, load gold.

Original Document Source: John Smith et al., *A Map of Virginia with a Description of the Country*. . . . (Oxford, UK: Joseph Barnes, 1612). Available from the Early English Books Online Text Creation Partnership at <http://name.umdl.umich.edu/A12466.0001.001>.

A Letter from a Jamestown Indentured Servant

Both Jamestown and Plymouth relied on indentured servants, who were people who agreed to work for an employer for a fixed number of years in exchange for their journey to America. This was far truer of Jamestown, however. This passage is from a letter that a Jamestown indentured servant named Richard Frethorne wrote to his family in England. He wrote the letter in 1623, shortly after Indians of the Powhatan Confederacy attacked and killed several hundred Jamestown settlers.

Original Document

This is to let you vnderstand that I yor Child am in a most heauiue Case by reason of the Country is such that it Causeth much sicknes, as the scurvie and the bloody flix, and diuers other diseases, wch maketh the bodie very poore, and Weake, and when wee are sicke there is nothing to Comfort vs; for since I came out of the ship, I never at anie thing but pease, and loblollie (that is water gruell) as for deare or venison I never saw anie since I came into this land, ther is indeed some foule, but Wee are not allowed to goe, and get yt, but must Worke hard both earelie, and late for a messe of water gruell, and a mouthfull of bread, and biefte, a mouthfull of bread for a penny loaf must serve for 4 men wch is most pitifull if you did knowe as much as I, when people crie out day, and night, Oh that they were in England without their lymbes and would not care to loose anie lymbe to be in England againe, yea though they beg from doore to doore, for wee live in feare of the Enemy eurie hower. . . . We are but 32 to fight against 3000 if they should Come, and the nighest helpe that Wee haue is ten mile of vs, and when the rogues ourcame this place last, time they slew 80 Persons. . . .

[Jackson] much marvaild that you would send me a servaunt to the Companie, he saith I had beene better knockd on the head, and Indeede so I fynd it now to my greate greife and miserie; and saith, that if you love me you will redeeme me suddenlie, for wch I doe Intreate and begg, and if you cannot get the merchant to redeeme me for some litle money then for God sake get a gathering or intreat some good folk to lay out some little Sum of moneye, in meale, and Cheese and butter, and beef.

CONTINUED

Adapted Version

I want you to know I am not well because America causes much sickness, such as scurvy, the bloody flux, and many other diseases that weaken us. When we are sick, there is nothing to comfort us. Since I left the ship, I have eaten only peas and water gruel. I have had no venison or deer. There is some fowl, but we can't go hunt it. We work hard all day for water gruel and a mouthful of bread and beef. A mouthful of bread from a penny loaf must serve four men, which is most pitiful. You would be sorry to know what I know. Many cry out that they would rather lose their limbs and be back in England, even if they had to beg from door to door. For we live in fear of the enemy Indians every hour. . . . There are only 32 of us to fight against 3000 if they decide to attack. The nearest help is ten miles away, and when the rogues overran this place the last time, they killed 80 people. . . .

[Jackson] was amazed that you would send me to be a servant to the Company. He said it would have been better for me to be knocked on the head. I agree, to my great grief and misery. And I say if you love me, you will redeem me immediately. I beg you to do so. And if you cannot get the merchants to redeem me for some money, then for God's sake get a gathering or urge some good folks to pay a little sum of money in meal and cheese and butter and beef for me.

Original Document Source: Richard Frethorne to his parents, 20 March, 2–3 April, 1623, in *The Records of the Virginia Company of London*, ed. Susan Myra Kingsbury (Washington, D.C.: Government Printing Office, 1933), 4:58. Available from Virtual Jamestown (University of Virginia: Virginia Center for Digital History) at <http://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1012>.

For the first few years, land in the Jamestown colony was held in common. Settlers worked for the entire community, not for themselves individually. Each of them received the food he needed out what the settlers produced as a whole. In this passage, Colony Secretary Ralph Hamor describes the problems this caused. Keep in mind that the collective landholding arrangement only lasted for the first three years.

Original Document

When our people were fedde out of the common store and laboured iointly in the manuring of the ground, and planting corne, glad was that man that could slippe from his labour, nay the most honest of them in a generall business, would not take so much faithfull and true paines in a weeke, as now he will doe in a day, neither cared they for the increase, presuming that howsoever their haruest prospered, the generall store must maintain them, by which meanes we reaped not so much corne from the labours of 30 men, as three men haue done for themselves.

Adapted Version

When our people were fed out of the common store and worked together at fertilizing the ground and planting corn, men were often glad just to stop working. Even the most honest of them would not put in as much real effort in a week as they now do in a day. They did not care about increasing production since no matter how well the entire harvest did, the general store would provide food for them. As a result of this, we produced no more corn from the efforts of 30 men than three men can now produce working for themselves.

PRIMARY SOURCE ►

I.6

Tobacco in Jamestown

The Native Americans in Virginia grew a kind of tobacco the colonists found to be bitter. In 1612, John Rolfe brought a different variety from the West Indies, which Europeans preferred. He sent about 2,600 pounds of it to England. It was soon in great demand. By 1617, Virginia had already sent 20,000 pounds to England. It was this crop that finally gave colonists a source of wealth they could thrive on. However, growing tobacco was soon all the colonists seemed interested in. It wore out the soil quickly, so settlers had to expand to new lands rapidly and continually. Captain Samuel Argall arrived in Jamestown in 1617, and he noted the early effects of the tobacco craze.

Original Document

In James towne he found but five or six houses, the Church downe, the Palizado's broken, the Bridge in pieces, the Well of fresh water spoiled; the Store-house they used for the Church; the market-place, and streets, and all other spare places planted with Tobacco: the Salvages as frequent in their houses as themselves, whereby they were become expert in our armes, and had a great many in their custodie and possession, the Colonie dispersed all about, planting Tobacco

Adapted Version

In Jamestown, he found five or six houses. The church was fallen down, the palisades were broken, the bridge was in pieces, the fresh water well was spoiled. The inhabitants used the storehouse for a church. The marketplace, streets, and all other spare places were planted with tobacco. The savages came into their houses as often as they were there themselves. This enabled them to become experts in our arms, and they possessed many of their own. The colony had spread out all over with settlers planting tobacco.

Original Document Source: Lyon Gardiner Tyler, ed., *Narratives of Early Virginia, 1606–1625* (New York: Charles Scribner's Sons, 1907), 330.

These passages are from a sermon delivered by Robert Cushman at Plymouth in 1621. In it, he describes New England and offers advice to anyone thinking of inhabiting it. Cushman was one of the original *Mayflower* passengers.

Original Document

New-England, so called . . . because of the resemblance that is in it, of *England* the native soil of English-men; it being much what the same for heat and cold in Summer and Winter, it being champaign ground, but no high mountains, somewhat like the soil in *Kent* and *Essex*; full of dales, and meadow ground, full of rivers and sweet springs, as *England* is. . . .

And thus much I will say for the satisfaction of such as have any thought of going hither to inhabit? That for men which have a large heart, and look after great riches, ease, pleasures, dainties, and jollity in this world (except they will live by other men's sweat, or have great riches) I would not advise them to come there, for as yet the country will afford no such matters: But if there be any who are content to lay out their estates, spend their time, labors, and endeavors, for the benefit of them that shall come after, and in desire to further the gospel among those poor heathens, quietly contenting themselves with such hardship and difficulties, as by God's Providence shall fall upon them, being yet young, and in their strength, such men I would advise and encourage to go, for their ends cannot fail them.

And if it should please God to punish his people in the Christian countries of *Europe*, (for their coldness, carnality, wanton abuse of the Gospel, contention, &c.) either by Turkish slavery, or by popish tyranny which God forbid, yet if the time be come, or shall come (as who knoweth) when Satan shall be let loose to cast out his floods against them, (Rev. 12. 14. 15.) here is away opened for such as have wings to fly into this wilderness . . . and the kingdom of Heaven be taken from them which now have it, and given to a people that shall bring forth the fruit of it. (Mat. 21. 43.)

Adapted Version

New England resembles England, the native soil of Englishmen. It is similar to England in heat and cold in summer and winter. It has level open ground, but with no high mountains, somewhat like Kent and Essex. It is full of dales and meadow ground, full of rivers and sweet springs, as England is. . . .

CONTINUED

PRIMARY SOURCE ►

I.7

A SERMON AT PLYMOUTH CONTINUED

I say this to those who are thinking of settling there. For men who seek great riches, ease, pleasures, dainties, and jollity in this world (but who wish to live off of other men's efforts), I advise them not to go there. At this time, the country will afford no such comforts. However, anyone willing to spend his own wealth and give his time, labor, and effort to help those who come after, I urge him to go. And any wishing to further the gospel among those poor heathens, and who will accept such hardship and difficulties as God may impose on them, if they are young and strong, I advise and encourage such men to go, because their goals cannot fail.

Perhaps it may please God to punish the Christian countries of Europe for their coldness, carnality, wanton abuse of the Gospel, and contention. Perhaps he will let the Turks enslave them or place a Roman Catholic tyranny over them. God forbid! Yet if the time has come (and who can know) when Satan is to be let loose against them, (Revelation 12: 14–15) a way is now open for such as have wings to fly into this wilderness. . . . The kingdom of Heaven may be taken from those who now have it and given to a people that shall bring forth the fruit of it. (Matthew 21: 43)

Original Document Source: Robert Cushman, *The Sin and Danger of Self-Love Described, in a Sermon Preached at Plymouth, in New-England, 1621* (Boston, MA: Charles Ewer, 1846), 7–8.

William Bradford was one of the original English Separatists who went first to Leiden, Holland, and then to Plymouth Colony. He was the Plymouth Colony governor for about thirty years between 1621 and 1657. *Bradford's History "Of Plimouth Plantation"* describes the colony's early decades. As at Jamestown, Plymouth also tried at first to have colonists work the land in common. This passage explains why they, too, gave up the practice within a few years.

Original Document

They begane to thinke how they might raise as much corne as they could, and obtaine a beter crope then they had done, that they might not still thus languish in miserie. At length, after much debate of things, the Govr (with ye advise of ye cheefest amongst them) . . . assigned to every family a parcell of land, according to the proportion of their number . . . and ranged all boys & youth under some familie. This had very good success; for it made all hands very industrious, so as much more corne was planted then other waise would have bene by any means ye Govr or any other could use, and saved him a great deall of trouble, and gave farr better contente. The women now wente willingly into ye feild, and tooke their litle-ons with them to set corne, which before would aledg weaknes, and inability; whom to have compelled would have bene thought great tiranie and oppression.

The experience that was had in this comone course and condition, tried sundrie years, and that amongst godly and sober men, may well evince the vanitie of that conceite of Platos & other ancients, applauded by some of later times;—that ye taking away of propertie, and bringing in comunitie into a comone wealth, would make them happy and flourishing; as if they were wiser then God. For this comunitie (so farr as it was) was found to breed much confusion & discontent, and retard much imploymet that would have been to their benefite and comforte. For ye yong-men that were most able and fitte for labour & service did repine that they should spend their time & streingth to worke for other mens wives and children, with out any recompence. The strong, or man of parts, had no more in devission of victails & cloaths, then he that was weake and not able to doe a quarter ye other could; this was thought injustice.

CONTINUED

Adapted Version

The settlers began to think about how they could raise much more corn and not continue in misery. After much debate, the Governor (with advice from key community leaders) . . . assigned a parcel of land to every family, according to the size of that family . . . and placed all boys and youth under some family. This was a success, for it made everyone very industrious. As a result, much more corn was planted than would have been by any other means the Governor could have used. This saved him a great deal of trouble and gave far better results. The women now went willingly into the fields with their little ones to plant corn, whereas before they would have complained of weakness and inability. To have compelled them would have been thought great tyranny and oppression.

The experience that we had while working the land in common, which we tried for several years, caused confusion and discontent. It reduced the amount of work we did. The young men most able and fit for labor resented that they should work for other men's wives and children, without any pay. The strong and able got the same amount of food and clothing as the weak and those unable to do nearly as much work. This was felt to be unjust.

Original Document Source: William Bradford, *Bradford's History "Of Plimouth Plantation"* (Boston, MA: Wright & Potter, 1898), 162. Available from Project Gutenberg at <http://www.gutenberg.org/files/24950/24950-h/24950-h.htm>.

Edward Winslow was one of the Pilgrim leaders on the *Mayflower* in 1620. He served as the colony's governor three times. In 1621, he sent a letter about the colony to friends in England. This passage from his letter mentions the thanksgiving ceremony the Pilgrims held that year.

Original Document

Our harvest being gotten in, our Governour sent foure men on fowling, that so we might, after a speciall manner reioyce together, after we had gathered the fruit of our labours; they foure in one day killed as much fowle, as with a little helpe beside, served the Company almost a weeke, at which time amongst other Recreations, we exercised our Armes, many of the Indians coming amongst vs, and amongst the rest their greatest King Massasoyt, with some ninetie men, whom for three dayes we entertained and feasted, and they went out and killed fiue Deere, which they brought to the Plantation and bestowed on our Governour, and vpon the Captaine, and others. . . . Wee haue found the Indians very faithfull in their Covenant of Peace with vs; very louing, and readie to pleasure us: we often goe to them, and they come to vs; some of vs haue bin fiftie myles by Land in the Country with them. . . . It hath pleased God so to possesse the Indians with a feare of vs, and loue vnto vs, that not onely the greatest King among them, called Massasoyt, but also all the Princes and peoples round about vs, haue either made sute vnto vs, or beene glad of any occasion to make peace with vs. . . . And we for our parts walke as peaceably and safely in the wood, as in the hie-ways in England, we entertaine them familiarly in our houses, and they as friendly bestowing their Venison on vs.

Adapted Version

Once our harvest was in, our governor sent four men to hunt fowl so that we could rejoice together after our harvest. In one day, they killed enough fowl to serve the company almost a week. Among other recreations, we exercised our arms. Many of the Indians joined us, including their greatest king, Massasoit, with some ninety men. We entertained them and feasted for three days. They went out and killed five deer, which they gave to our governor, the captain, and others. . . . The Indians are very faithful to their peace agreement with us. They are very loving, and ready to please us. We often go to them, and they come to us. Some of us have gone fifty miles into the country with them. . . . It has pleased God to give the Indians such a fear of us and love for us, that their greatest king Massasoit and all the princes and peoples near us have been glad to make peace with us. . . . We now walk as peaceably and safely in the woods as in the highways in England. We entertain them in our houses, and they are as friendly bestowing their venison on us.

Original Document Source: Edward Winslow to a friend, 11 December, 1621, in *Mourt's Relation; or, Journal of the Plantation at Plymouth*, by William Bradford and Edward Winslow, ed. Henry Martyn Dexter (Boston, MA: John Kimball Wiggin, 1865), 133–35. A transcription of the letter is available from Caleb Johnson's *Mayflower History* and can be accessed online at <http://mayflowerhistory.com/letter-winslow-1621/>.

PRIMARY SOURCE ►

I.IO

A Description of Plymouth

Emmanuel Altham was a ship's captain who arrived in Plymouth in 1623. He was an investor in the company that financed the colony. This passage describing Plymouth is part of a letter to his brother Sir Edward Altham, dated September 1623.

Original Document

It is well situated upon a high hill close unto the seaside, and very commodious for shipping to come unto them. In this plantation is about twenty houses, four or five of which are very fair and pleasant, and the rest (as time will serve) shall be made better. And this town is in such manner that it makes a great street between the houses, and at the upper end of the town there is a strong fort, both by nature and art, with six pieces of reasonable good artillery mounted thereon; in which fort is continual watch, so that no Indian can come near thereabouts but he is presently seen. This town is paled round about with pale of eight foot long, or thereabouts, and in the pale are three great gates. Furthermore, here is belonging to the town six goats, about fifty hogs and pigs, also divers hens. And lastly, the town is furnished with a company of honest men, that do, in what lies in them, to get profit to the adventurers.

Adapted Version

Plymouth is well situated upon a high hill close to the seaside. The harbor is very spacious and good for shipping. In this plantation there are about twenty houses, four or five of which are very fair and pleasant. In time, the rest will be improved upon. The town is organized around one great street that runs between the houses. At the upper end of the town there is a fort, made strong both by natural features and human craftsmanship. Six pieces of reasonably good artillery are mounted on it. There is a continual watch at the fort, so that no Indian can come near thereabouts without being seen immediately. This town is enclosed with a fence of eight-foot stakes, and in the fence are three great gates. Furthermore, belonging to the town are six goats, about fifty hogs and pigs, also many hens. And lastly, the town is furnished with a company of honest men who do what they are able to get profit to the company's investors.

Original Document Source: Emmanuel Altham to Sir Edward Altham, September, 1623, in *Three Visitors to Early Plymouth*, ed. Sydney V. James Jr. (Bedford, MA: Applewood Books, 1963), 24.

This passage from *Bradford's History "Of Plymouth Plantation"* describes developments several years after the changes Bradford describes in Source 1.8.

Original Document

Ye plantation begane to grow in their owtward estats, by reason of ye flowing of many people into ye cuntrie, espetially into ye Bay of ye Massachusets; by which means corne & catle rose to a great prise, by wch many were much inriched, and comodities grue plentifull; and yet in other regards this benefite turned to their hurte, and this accession of strength to their weaknes. For now as their stocks increased, and ye increse vendible, ther was no longer any holding them together, but now they must of necessitie goe to their great lots; they could not other wise keep their katle; and having oxen growne, they must have land for plowing & tillage. And no man now thought he could live, except he had catle and a great deale of ground to keep them; all striving to increase their stocks. By which means they were almost led all over ye bay, quickly, and ye towne, in which they lived compactly till now, was left very thine, and in a short time lmost desolate. And if this had been all, it had been less, thoug to much; but ye church must also be devided, and those yt had lived so long together in Christian & comfortable fellowship must now part and suffer many divissions.

Adapted Version

The Plantation began to spread out as many more people flooded into the country, especially into Massachusetts Bay. As a result, corn and cattle prices rose rapidly. This benefited many. Goods were plentiful. And yet in other ways, this benefit also hurt us, and this increase in strength turned into weakness. For now as their stocks increased, people could not be held together. Everyone spread out to larger farms. Otherwise they would not have been able to keep their cattle. With oxen grown, they had to have more land to plow. Each man wanted to increase his stocks of cattle and needed much more land to raise them on. Because of this, they quickly scattered all over the Bay. The town where they had lived compactly until now was left very thin and soon almost empty. This was bad enough, but worse was that the church also had to be divided. Those that had lived so long together in Christian and comfortable fellowship now had to part and suffer many divisions.

Communicating Results and Taking Action

Communicating Results

- ◆ Create a poster on Jamestown and Plymouth. Divide your poster into two columns. One should be headed “Ways They Are Similar” and the other “Ways They Are Different.” List at least four items under each heading. In a brief statement, explain in each case what you think the similarities or differences are.
- ◆ Imagine you are a colonist from either Jamestown or Plymouth. You go for a two-week visit to the other settlement. During your stay, you talk to someone at that other settlement about your own settlement. Create that dialogue. In it, be sure to list several key comparisons you want to make and your view as to which settlement is preferable.
- ◆ It is 1624. You have just returned to England after visiting Jamestown and Plymouth. Write an editorial for a London newspaper for people who are thinking about moving to America. Advise them to consider one of the colonies instead of the other. Explain why.

Taking Action

- ◆ Have the class pretend to they are all on board the *Mayflower*. They have arrived at a strange new land and must decide how to govern themselves. Appoint a committee of four to create a one-page agreement about this. Share the agreement with the entire class, discuss it, and make changes so that all in the class can agree to sign it.
- ◆ Using social media (Twitter, Facebook, etc.), ask people what they know about Pocahontas. Evaluate the kinds of responses you get using some of the references in this unit’s Sources for Further Study section as well as other sources you can find on your own. Summarize your findings in a brief essay called “Myths and Facts about Pocahontas” and share this essay online for the benefit of all those who have communicated with you.

Jamestown and Plymouth Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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- 1.3: Smith, John, William Symonds, and Thomas Abbay. *A Map of Virginia with a Description of the Countrey, the Commodities, People, Government and Religion*. Oxford, UK: Joseph Barnes, 1612.
- 1.4: Kingsbury, Susan Myra, ed. *The Records of the Virginia Company of London*. Washington, D.C.: Government Printing Office, 1933.
- 1.5: Hamor, Ralph. *A True Discourse of the Present State of Virginia*. London: John Beale, 1615.
- 1.6: Tyler, Lyon Gardiner, ed. *Narratives of Early Virginia: 1606-1625*. New York: Charles Scribner's Sons, 1907.
- 1.7: Cushman, Robert. *The Sin and Danger of Self-Love Described, in a Sermon Preached at Plymouth, in New-England, 1621*. Boston, MA: Charles Ewer, 1846.
- 1.8: Bradford, William. *Bradford's History "Of Plimoth Plantation."* Boston, MA: Wright & Potter, 1898.
- 1.9: Bradford, William, and Edward Winslow. *Mourt's Relation; or, Journal of the Plantation at Plymouth*. Edited by Henry Martyn Dexter. Boston, MA: John Kimball Wiggin, 1865.
- 1.10: James Jr., Sidney V., ed. *Three Visitors to Early Plymouth*. Bedford, MA: Applewood Books, 1963.
- 1.11: Bradford, William. *Bradford's History "Of Plimoth Plantation."* Boston, MA: Wright & Potter, 1898.

Sources for Further Study

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Fritz, Jean. *The Double Life of Pocahontas*. Logan, IA: Perfection Learning, 2002.

Mello, Tara Baukus. *John Smith: English Explorer and Colonist*. New York: Chelsea House, 2000.

Roop, Connie, and Peter Roop, eds. *Pilgrim Voices: Our First Year in the New World*. New York: Walker, 1997.

Sakurai, Gail. *The Jamestown Colony*. New York: Scholastic Library Publishing, 1997.

