

LESSON TITLE: Tobacco: The Crop that Saved Virginia	
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Lesson(s) Overview

Tobacco is generally considered the “savior” of Virginia, the crop that revolutionized the first of the original 13 colonies in America. However, very few students know of the economies, politics, and cultures of America and Europe relating to tobacco as it grew to become the “cash crop.” These lessons will illustrate how tobacco became a preeminent crop in the transatlantic trade and how tobacco found its place in the world stage in spite of its controversial beginnings.

Time

4 60 minute class periods

Subject

Virginia Studies, Grades 4 and/or 5

Learning Objectives

Students will analyze primary documents to determine the order (Chronological thinking and historical analysis) by completing a Tobacco Geohisto-gram.

Students will compare and contrast various documents addressing the effect of tobacco production.

Students will analyze information relating to his or her primary document and summarize information gathered in group activities. (Analyze and decision making)

Student will share information about his or her primary document with a small group.

Student will interpret ideas and events from different historical perspectives regarding the growth of tobacco in Virginia.

Virginia Standards of Learning and/or National History Standards

- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret artifacts and primary and secondary source documents to understand events in history;
 - determine cause-and-effect relationships;
 - draw conclusions and make generalizations;
 - make connections between past and present;

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by

- d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;

VS.4 The student will demonstrate knowledge of life in the Virginia colony by

- a) explaining the importance of agriculture and its influence on the institution of slavery;

English 4.1 The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.

English 4.2 The student will make and listen to oral presentations and reports.

English 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- b) Organize information to present reports of group activities.
- c) Summarize information gathered in group activities.

History 2A Demonstrate understanding of how the stages of European oceanic and overland exploration from 1492 to 1700 occurred amid international rivalries by:

- Evaluating the significance of Columbus's voyages

History 1C Demonstrate understanding of the European struggle for control of North America by:

- Comparing how English settlers interacted with Native Americans

Materials/Resources Needed

Primary Documents Used in JIGSAW Lesson Plan on Days One and Two

Interior of a Tobacco Warehouse. [undigitized postcard] Courtesy of Molly Grogan Rawls, Winston-Salem, North Carolina.

The interior of the tobacco warehouse shows the vast amounts of tobacco that would be stored for sale. It gives the students a visual of a tobacco crop as it was being sold. It is not digitized, but you will find it saved in a Word document.

King James (1604). *His Counterblast to Tobacco*, London. Retrieved on October 8, 2009 from Virginia Memory at the Library of Virginia website

http://www.virginiamemory.com/online_classroom/lesson_plans/tobacco_counterblast#lesson_imgs

King James I disliked tobacco and wrote *His Counterblast to Tobacco* to discourage British users of the substance. It was written in 1604 before tobacco became a major crop in the British colonies. Students may be surprised that the crop that became Virginia's "Savior" was once almost denied usage by the British king. This is an image of the pamphlet.

King James (1604). *His Counterblast to Tobacco*, London. Retrieved on October 8, 2009 from Virginia Memory at the Library of Virginia website
http://www.virginiamemory.com/online_classroom/lesson_plans/tobacco_counterblast#lesson_imgs

King James I wrote the Counterblast opposing tobacco as a medicine or a recreational pastime. I used the website to choose important excerpts that four graders would be able to read. As they analyze what King James wrote they will understand that he did not like tobacco and did not believe it had medicinal purposes. The excerpt is in a Word Document.

A Proclamation Concerning Tobacco [Online image of transcription] Retrieved December 4, 2009 from Virginia Memory, Library of Virginia, Richmond, Virginia 23219
<http://www.virginiamemory.com/docs/ElementaryCounterblastExcerpt.pdf>

King James I disliked tobacco and wrote *His Counterblast to Tobacco* to discourage British users of the substance. It was written in 1604 before tobacco became a major crop in the British colonies. Students may be surprised that the crop that became Virginia's "Savior" was once almost denied usage by the British king. This is a child's transcript of the original document. For the JIGSAW I used an even shorter excerpt.

A Proclamation Concerning Tobacco, London. Retrieved on October 8, 2009 from Virginia Memory at the Library of Virginia website: [Online image] Retrieved October 8, 2009 from Virginia Memory, Library of Virginia, Richmond, Virginia 23219
http://www.virginiamemory.com/reading_room/this_day_in_virginia_history/january/06

King Charles I Proclamation gave Virginia a monopoly on British imported tobacco and assured the success of tobacco. Students will compare and contrast the change in attitude between King James I's *Counterblast* and this law.

Stowage of the British slave ship "Brookes" under the regulated slave trade act of 1788. [Online Image] Retrieved November 30, 2009 from Library of Congress Prints and Photographs Division Washington, DC 20540 USA,
<http://www.loc.gov/rr/rarebook/guide/ra023002.html>

The Illustration of the British slave ship *Brookes* will be used on the Geohisto-gram to demonstrate the slave trade between Britain and Africa. The ship shows the crowded conditions of the slaves.

Tipo Tib's fresh captives being sent into bondage - witnessed by Stanley / Bayard(?). [between 1930 and 1980] Retrieved November 30, 2009 from Library of Congress Prints and Photographs Division Washington, DC 20540 USA [http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field\(NUMBER+@band\(cph+3a29129\)\):displayType=1:m856sd=cph:m856sf=3a29129](http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3a29129)):displayType=1:m856sd=cph:m856sf=3a29129)

This engraving of African slaves being placed in captivity for passage to the New World is being used to show the role of Africa in transatlantic trade.

Van de Passe, Simon, (1624).[Online Image] *Matoaka als Rebecka daughter to the mighty Prince Powhatan*. Retrieved from Library of Congress Prints and Photographs Division Washington, DC 20540 USA, [http://lcweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field\(NUMBER+@1\(pga+03343\)\)](http://lcweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field(NUMBER+@1(pga+03343)))

The wedding of John Rolfe and Pocahontas led to 8 years of relative peace with the Indians. Students will see the rise in tobacco production as the peace with the Indians led to English claiming more and more land and tobacco rising as the cash crop.

View of North Main Street between Fifth and Sixth Streets [Online Image]. 190?. Retrieved November 4, 2009 from DigitalForsyth from the Forsyth County Library, Winston-Salem, North Carolina. <http://www.digitalforsyth.org/photos/5449>

The photograph of the exterior of a tobacco warehouse will be used as part of the JIGSAW and Geohisto-gram lessons. It shows students the growth of towns into cities and how busy a street could be in the 1800's..

Additional Historical Documents Found in the Powerpoint on Day One and the Geohisto-gram Lesson Plans Days Three and Four that are NOT previously Annotated

Cook, George (1834) Painting of Patrick Henry arguing the "Parson's Cause" Retrieved November 10, 2009 from the Virginia Historical Society Richmond, Virginia <http://www.prathistory.com/images/cooke1793.jpg>

The painting demonstrates Patrick Henry arguing in favor of the Two Penny Tax which had been vetoed by King George III. Students will learn it was one of the first British interferences with colonial law.

Jackson, William Henry (1902) Photographs from the Detroit Publishing Company. [Online image] Retrieved November 4, 2009 from Library of Congress Prints and Photographs Division Washington, DC, USA <http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field%28NUMBER+@band%28det+4a09402%29%29>

This photograph of the Jamestown Church is used in the Geohisto-gram to represent the first meeting place of the House of Burgesses in 1619. The significance of tobacco becomes apparent with the passing of the first law passed which regulated the minimum price of tobacco.

Wooten, Jr., Frank M. Papers (#126), [Online Image] Retrieved November 30, 2009 from Special Collections Department, J. Y. Joyner Library, East Carolina University, Greenville, North Carolina, USA.

<http://digital.lib.ecu.edu/exhibits/tobacco/imageFiles/TFLD/3TFLD001.jpg>

This photograph of a tobacco field is used in the title slide of the Tobacco Powerpoint. It is an accurate black and white picture of tobacco. Students have a view of tobacco leaves in a field.

Materials and Supplies

- Tobacco PowerPoint
- A Map of the World (most classrooms have a pull down map)
- Old box—something to store documents in. The box can be purchased or you may decorate a shoebox or Pringles can to make it look old. It can be called a time capsule.
- Appendix A: Pre and Post Tobacco TEST with answer document
- Appendix B: Seven Primary Documents—one or more per group for box
- Appendix C: Group Assignment sheets for JIGSAW, 1 per student
- Appendix D: Tobacco Geohisto-gram, 1 per group
- Appendix E: Tobacco Geohisto-gram Key
- Appendix F: Tobacco Geohisto-gram related pictures and titles
- Appendix G: Tobacco Geohisto-gram Worksheet
- Appendix H: Tobacco Geohisto-gram Assessment Worksheet
- One or more computers per group with access to Portaportal.com guest name: *documents*
- OR copy of research for students
- Index cards, 2 per student

Instructional Procedures

DAY ONE 60 minutes

Materials Needed

Old box—something to store documents in. The box can be purchased or you may decorate a shoebox or Pringles can to make it look old and used as a time capsule.

Tobacco PowerPoint

Appendix A: Pre-Tobacco TEST with answer document

Box with Appendix B: Nine Primary Documents—one or more per group for box

Appendix C: Group Assignment sheets, 1 per student

Index cards (or scrap paper) for exit slips

Computers—1 per group to access www.portaportal.com OR a copy of research documents

Teacher Preparation

1. Copy pre-tests.
2. Copy enough documents for your groups. I copy and pasted several documents to resize them, but that is optional. Number of copies will vary according to how many students you have in each group. It is recommended that no more than two students share documents. Place in box if you want to make a dramatic presentation , such as pretending you have found an old time capsule.
3. Copy assignment sheets for Day One and Two.

Procedure

1. Issue true/false pre-test, allowing about 5 minutes for completion. Collect to compare with post-tests at the end of the module.
2. Pull down map of the world. Have students point out the 7 continents. Explain that this set of lessons will trace tobacco in Europe, North America, Africa, and Asia. Point the continents out as you say them. Tell the students that tobacco was not always found all over the world. Until the New World was discovered there was no evidence of tobacco being used in other continents.
3. Say to students: “Tobacco is generally considered the “savior” of Virginia, the crop that revolutionized the first of the original 13 colonies in America. However, very few know of the attempts to obliterate, or stop the use of tobacco before it became a ‘cash crop.’” Ask: Why have them stop using tobacco? After all, it could have been corn!” Wait for explanations. Students will most likely mention that tobacco causes cancer and you can ask if people of long ago knew that. Explain that tobacco had a much harder time getting started than what the history books show.
3. Share the Tobacco PowerPoint with students. The PowerPoint gives an introduction to tobacco and answers most of the questions that were on the pre-test, and alludes to others. A question and answer section is at the end of the Powerpoint.
4. Explain that students will next look at historical documents that pertain to tobacco and the years between the 1500’s and 1800’s. It is the task of the students to determine the importance of tobacco in the colonies and early years of the United States and analyze how tobacco affected the economy (money system), politics (government), and culture (way of life of a group of people) of the New World and the Old. Explain that the colonial era ended with the Revolutionary War in the late 1700’s and that some illustrations are often reconstructed events.
5. Bring out a box with the documents in it. Explain that someone was searching through an old house and came across a **time capsule** with historical documents in it. Pull out the documents.
6. There are nine documents to examine in five groups. Divide the students into five equal groups. It will be their assignment to analyze an individual document and analyze it as to why it

was written and/or drawn and what the relationship to tobacco is with regards to the Virginia colony and to the world market. Instruct students that each person in the group will become an expert on his or her document and it will be his or her responsibility to teach one of the four other groups in the classroom and present their information to the another group. (JIGSAW)

7. Give each group their document(s) to look at.

Group 1 should get King James's *Counterblast to Tobacco* and the excerpt.

Group 2 should get King Charles I *Proclamation* and excerpt.

Group 3 should get two slave documents (one is of a ship's interior and one of slaves).

Group 4 should get the illustration of the marriage of Pocahontas and John Rolfe.

Group 5 should get the interior and exterior of a tobacco warehouse.

8. Give each student an assignment sheet. Have students time to complete Top A of the assignment sheet before researching. (Part A of the assignment sheet must be filled out individually by all group members *before* the research begins.)

9. Send students to computers to work OR give them copies of the research sheets that are located on www.portaportal.com guest name: documents. Students may work individually or in groups depending on how many computers are available. Instruct groups that research sites are set up on www.portaportal.com . The guest name is *documents*. Tell students it is written on their assignment sheet. (*Teachers may skip this portion by copying research documents.*)

10. Have students complete the remainder of the sheet either individually or in groups. Completing in groups is faster. Allow about 15 - 20 minutes to research and read their document. Students should then reconvene in their document groups and discuss what their document is and why it was tobacco was important to Virginia and/or Europe, Africa, and Asia.

11. **NOTE:** Students may need to continue this section on DAY 2 if time runs out. They should then choose 3 – 5 facts to share with their classmates. These facts should include what is happening with tobacco and how it affects the economy (money system), politics (who is ruling that particular colony or country) and culture (way of life) of Virginia and the world. (Allow no more than 15 minutes to write down their facts.) Teacher should rotate from group to group making sure they are listing appropriate facts, and guiding them in the right direction.

11. Take up assignment sheets and primary documents.

Assessment

Take up assignment sheets and check for accuracy.

DAY TWO 60 minutes

Materials Needed

Box with Appendix B: Seven Primary Documents—one or more per group for box
Appendix C: Group Assignment sheets for JIGSAW from previous day
Computers, at least one per group
Index cards (or scrap paper) for exit slips

Procedure

1. Instruct students to reconvene in their groups. Allow a few minutes to make sure that each student has 3 – 5 facts to share with their classmates. These facts, also stated yesterday, should include what is happening with tobacco and how it affects the economy (money system), politics (who is ruling that particular colony or country) and culture (way of life) of Virginia and the world. Teacher should rotate from group to group making sure they have listed appropriate facts. Allow students about 5 minutes to practice sharing within their group the facts they will share with their classmates. **Be certain they are sharing and teaching similar facts.**
2. Explain the JIGSAW procedure. Instruct students that each will become an expert on his/her document and it will be his/ her responsibility to present the information to another group. Each NEW group will have a member with that has a different document so each group will have 5 documents represented (JIGSAW).
3. JIGSAW groups: Assign students to another group so that each new group has at least 1 person in each group representing the 5 different documents. **Each student should take a copy of his or her document to his or her new group along with the list of facts.** Remind students that they have to show their historical document first and describe what is happening with tobacco and its affect on Virginia and the world. **NOTE:** This activity takes more time for organization the FIRST time. Once students become accustomed to the movement, it goes more quickly. Time is allotted for this lesson as if it were the first time a teacher used this method
4. Each student should share his or her document and facts with their newly assigned JIGSAW group.

Assessment

Give students an index card as an exit slip. Have each student write a fact that s/he learned while researching his or her document.

DAY THREE 60 minutes

Materials Needed

World Map (pull down map or student maps from textbooks)
Appendix D: Tobacco Geohisto-gram, 1 per group
Appendix E: Tobacco Geohisto-gram Key
Appendix F: Tobacco Geohisto-gram related pictures and titles
Appendix G: Tobacco Geohisto-gram Worksheet
Optional—computers, at least one per group

Advance Teacher Preparation

1. Geohisto-grams are designed to be printed on 11 by 17 inch paper. Many schools do not stock 11 x 17 inch paper. I saved the file to a flash drive and took it to a local copy center. To print the Geohisto-gram in color costs less than two dollars each. I printed enough so that each group had one. The larger sheets make it easier to lay pictures of documents down.
2. At school I laminated the Geohisto-grams and related pictures and titles.
3. I placed Velcro on the Geohisto-gram in the appropriate answer spots. (Adding two additional pieces of Velcro on the Geohisto-gram prevents process of elimination, especially for advanced students.)
4. I placed Velcro on the **back** of the pictures and titles so that I could use the Geohisto-gram with pictures and titles collectively or individually. If both are used together the titles lie on top of the pictures (no Velcro is on top of the pictures.)

Procedure

1. Explain to students that the tobacco Geohisto-gram is a graph with events that are added based upon their place in history and their time in history. Explain that it works like a coordinate grid where the places (continents) are on the horizontal axis and the time (years 1500 to 1800) are on the vertical axis. Explain to students that they will place small copies of historical documents on the appropriate space on the Geohisto-gram by looking at the place the document belongs along with the time period it may have occurred.
2. Antarctica is not listed because it is not and has not been inhabited. (This is a great time to review continents.) All other continents are listed, but only Africa, Europe, and North America will be used on the Geohisto-gram. Explain that the Geohisto-gram could be used with other lessons so the other continents remain.
3. Point out those continents on both the map and the Geohisto-gram. Compare the Geohisto-gram to a world map, either on a pull-down map or using maps in a textbook. Point out that tobacco originated in North America, but spread to Europe with the Spanish after Columbus' explorations (point out each country/continent as it is discussed). It spread quickly because many people thought it has medicinal qualities. It spread to China and Africa as the explorers sought out gold, silver, and spices especially since China liked its use as a medicine. It spread more and more to Africa with the introduction of slavery. By the late 1600's tobacco was being used as a recreation as much as a medicine as people enjoyed inhaling the smoke in spite of King James I explanation that tobacco was unhealthy.
4. **Ask the students** "Why, if King James I had publicized the harmful effects of tobacco, tobacco, did Virginia's exports continue to grow both when he was alive, and after he died?"
Answers: Culturally, tobacco was considered a medicine well into the 17 C (1600's). Culturally, it became a social plus to smoke tobacco, as is evidenced in tobacco parlors.

Politically and economically England and Spain could make money off taxes and duties that it placed on tobacco. For example, King Charles I gave Virginia a monopoly on growing tobacco so it could collect additional tax revenue.

Economically, Virginia's first order of business in the House of Burgesses placed a minimum price on tobacco.

Economically, tobacco became a cash crop and people desired more and more. As people moved west and acquired more land (necessary because tobacco was hard on the soil), more tobacco meant more need for labor. Tobacco plantation owners began using slaves to work their plantations.

Politically, the first British interference in colonial government was when tobacco, being used to pay ministers' salaries, was tried in court in a case known as the Parsons' Cause. As the cost of tobacco rose, the House of Burgesses reduced the amount of money that ministers were owed. Ministers objected and Patrick Henry argued that the colony had the right to reduce the amount paid. British Parliament intervened and overruled the House of Burgesses, interfering in colonial laws in Virginia. Some people think this led to the Revolutionary War, and ultimate freedom from British rule.

Culturally, economically, and politically, cities began to grow as tobacco needed central places to house and sell their product.

5. Ask students for any other information on tobacco that could have helped or hurt its growth around the world. (Questions and answers will vary.)

6. The Tobacco Geohisto-gram is best completed in groups the first time. Have students go to their pre-assigned groups from the JIGSAW. This way most documents on the Geohisto-gram will be represented and there will be multiple perspectives.

7. Pass out laminated Tobacco Geohisto-gram to each group. Have students place pictures on the graph according to their time and place in history. Some pictures may overlap events or time. Places are pre-assigned using Velcro, but note that there are 2 extra Velcro spots designated. Historical document assignment sheets from Days One and Two could be available. Placing the pictures on the tobacco Geohisto-gram is much more difficult than the titles because the titles have both explanations and dates!

8. Pass out titles. Match titles with the pictures that are on the Geohisto-gram. (You will need to just lay the titles on the Geohisto-gram because there is no Velcro on top of the pictures.) Students may find that they need to change their pictures. Teacher should check each group to check for accuracy of place. Time should be correct because the titles have dates on them.

9. Hand out Geohisto-gram worksheet. This worksheet has numbers on it. Students should write the events under the correct column. Some of the events may go under both columns. **(NOTE: If time runs out, this could easily be completed on DAY FOUR. Students will need to leave the laminated copy of Geohisto-gram with the pictures intact.)** The answer key for this can be found by checking the Geohisto-gram Answer Key.

10. Take up Geohisto-gram worksheets and laminated Geohisto-grams.

Assessment

Have students choose partners (or teacher selects partners) for a *Think, Pair, Share*. Ask student to think for a minute about one fact about tobacco they learned in today's lesson. After approximately one minute, have them share their facts with their partner. THEN have the students reconvene as a group and teacher will call on students and ask them what their *partner* learned! (This is a great listening activity.)

DAY FOUR 60 minutes

Materials Needed

Appendix A: Post Tobacco TEST with answer document

Appendix H: Tobacco Geohisto-gram Assessment Worksheet

Procedure

1. Finish any work from yesterday if necessary. Then have students make a list of 3-4 facts they know about tobacco.

2. After completing the list, lead a guided group discussion on what the students have learned. Guided questioning should include much of the following that was a direct result of the historical documents they researched during their JIGSAW:

- The student will be able to identify tobacco as a controversial topic in England whose king (King James I) opposed it with the writing of the Tobacco Counterblast. Students may even compare it to today where his concerns have been scientifically documented as correct.
- Tobacco was a contributing factor in the growth of Virginia when John Rolfe married Pocahontas and Indian relationships improved for 8 years allowing tobacco to get a foothold in Virginia, which negatively affected Indians as colonists claimed more and more land. Farmers were moving west.
- Tobacco needed a growing labor force which it found with the purchase of slaves. Slaves arrived from Africa on British ships and bought and sold for European and New World goods. Tobacco was used as currency to purchase slaves.
- The Charles I Proclamation affected Britain and Virginia positively, while negatively affecting other European and Asian countries. The Proclamation increased tobacco production in the Virginia colonies while denying tobacco production in England and Bermuda.
- Tobacco warehouses brought additional people to a town and towns grew into cities.

3. Distribute Geohisto-gram picture Assessment worksheets. Instruct students to draw pictures based on 3 selected time periods of tobacco in both England and the Americas (Virginia).

America is on one side and Europe is on the back. (*All directions are oral as there are NO directions on the assessment.*)

4. Have students complete Geohisto-gram Assessment worksheet and repeat instructions making certain students understand they are to draw 3 pictures for America (Virginia) and 3 pictures for England. Time periods would be the events happening at the beginning/middle/end of our study about tobacco. (1600's – 1675, 1675 – 1730's, and 1730's – 1800's) These would be similar to the activity using the Geohisto-gram yesterday. Time periods are labeled on the worksheet.
5. Answers will vary, but pictures should match closely the answer key for the pictures on the tobacco Geohisto-gram.

Assessment

1. Give tobacco post-test. This will be used to compare to pre-tests.

Modifications, Differentiation, and Extensions

1. You may choose your cooperative groups by pairing weaker students with stronger students in the original groups. JIGSAW groups could be completely heterogeneous OR homogeneous. Homogeneous groups of weaker students would need more support filling out their assignments sheets.
2. The tobacco Geohisto-gram is much easier if titles are placed on before pictures (The titles are dated!). Most titles have dates on them! Placing the pictures first is most challenging.
3. For students who have a difficult time with spatial problems, have students match the pictures with the titles first and then line everything in a vertical line. (This takes the tobacco Geohisto-gram out of the assignment.) The tobacco Geohisto-gram worksheet could be completed by looking at the pictures.
4. Students could use the primary documents and research them for more depth.
5. These lessons could be adapted to use with any grade that teaches Virginia or US History by adding additional research objectives.
6. The Geohisto-gram can be used with any time period from 1600 – 1800. The time periods works well with the time periods leading from Jamestown to the Revolutionary War and/or the Constitutional Convention.
7. Fourth graders are not always familiar with primary documents. If your students have no experience with using primary source documents, a good website to look at would be The National Archives at <http://www.archives.gov/education/> .