

PROJECT TITLE:

What is the story of the first Africans that arrived in Virginia? How did they find themselves in Jamestown and why did the descendants of these “20 and odd Africans” end up enslaved?

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SUBJECT & GRADE LEVEL
Virginia Studies Grade 4 or 5

CLASSROOM PRACTICE

Overview & Teaching Thesis:

In fourth grade Virginia students are given their first “in depth” look at United States history by looking at Virginia history. While not their first introduction to Jamestown, it is their initial introduction to slavery in the United States. By becoming historians and using primary and secondary resource documents, students will explore how Africans came over on a ship, were traded for food in a similar manner as indentured servants, and gradually the descendants of these Africans became slaves in about 100 years. By the end of my unit students will have studied the arrival of the Africans in 1619, learned that some Africans became freedman and some did not, see that laws changed between 1619 and the 1660’s which gradually enslaved Africans, and that by the late 1600’s and early 1700’s most Africans were enslaved.

Suggested Grade Level and Length of Activities:

Virginia Studies (Grade 4 or 5) Introduction to slavery.

Length-3 60 minute blocks

Significance & Relevance:

Students need lessons that are open ended and thought provoking. The story of the Africans’ arrival at Jamestown is one of those! Students will analyze primary and secondary documents as their introduction to the arrival of Africans in Jamestown. They will decide for themselves if the Africans were immediately enslaved or became indentured servants based on the evidence presented before them. Then they will examine other documents and trace the evolution of slavery in Virginia which led to the enslavement of Africans in the 13 colonies. They will use primary and secondary documents to create a classroom timeline and complete a *From 1619 to*

Slavery worksheet to note the change that resulted in the enslavement of all Africans. A Pre and Post TEST will also be used to assess learning.

Selected Virginia & National Standards:

- **VS.1 a, d, f, g** The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
 - a) The student will identify and interpret artifacts and primary and secondary source documents to understand events in history;
 - d) The student will draw conclusions and make generalizations;
 - f) The student will sequence events in Virginia history;
 - g) The student will interpret ideas and events from different historical perspectives;
- **VS.3e** The student will demonstrate knowledge of the first permanent English settlement in America by identifying the importance of the arrival of Africans and English women to the Jamestown settlement.
- **US1.4c** The student will demonstrate knowledge of European explorations in North America and West Africa by identifying the location of West African societies and their interactions with traders.
- **ENG4.1 b, c, d** The student will use effective oral communication skills in a variety of settings.
 - b) The student will contribute to group discussions.
 - c) The student will seek ideas and opinions of others.
 - d) Use evidence to support opinions.

OAH Historical Inquiry Skills

- Chronological Thinking
 - Students will create a timeline with primary and secondary documents that trace the evolution of the Africans who arrived in Jamestown in 1619 which led to the enslavement of their descendants.
- Historical Issues-Analyze and Decision Making
 - Students will examine 2 primary documents to determine whether Africans arrived in Jamestown as indentured servants or slaves and state their opinion in their *Mystery History* worksheet using evidence presented in the documents.
- Historical Research Capabilities
 - Students will use research given with their primary or secondary document and relate it to the African experience in Virginia.
 - Students will examine all primary and secondary documents in the timeline or movie to fill in a graphic organizer that shows the progression from indentured servant to slave.

Lesson Objectives:

- Students will trace the 1619 African's voyage from Angola, in western Africa to Jamestown in Virginia.
- The student will examine 2 primary documents relating to the arrival of Africans at Jamestown and determine whether the Africans arrived as indentured servants or slaves using evidence from their document.
- The student will summarize the content of both of their documents in a graphic organizer.

- The student will study the arrival of Africans and trace the progression of fewer and fewer rights by looking at narratives, laws, and other documents so they will report that within forty years almost all Africans are considered slaves.
- The student will analyze documents and record change over time.
- The students will recall the order events occurred by examining documents to determine the status of the Africans in Virginia.

Lesson Overview:

What is the story of the Africans that arrived in Jamestown in 1619 and how did the descendants of these “20 and odd Africans” end up enslaved?

Lesson Author—Donna Shifflett

Key Words—indentured servant, slave, victual, census, will,

Grade Level--Virginia Studies, Grades 4 or 5

Time Allotted—3 60 minute blocks

Overview of Lessons	In fourth grade Virginia students are given their first “in depth” look at United States history by looking at Virginia history. While not their first introduction to Jamestown, it is their initial introduction to slavery in the United States. By becoming historians and using primary and secondary resource documents, students will explore how Africans came over on a ship, traded for food, and gradually became slaves in less than 100 years. By the end of this unit students will have studied the arrival of the Africans in 1619, learned that some Africans became freedman while some remained enslaved, observe that laws changed between 1619 and the 1660’s which gradually enslaved Africans, and that by the late 1600’s most Africans were enslaved. This lesson plan includes the documents needed and results in a movie and/or timeline that the students will create that shows the progression from landing of Africans in Jamestown to a life of enslavement.
Guiding Question(s)	Day ONE • When the Africans first arrived in the Jamestown settlement in 1619, were they indentured servants or slaves? Days TWO and THREE • Perhaps Africans arrived as indentured servants, perhaps as slaves, but how did their descendants end up enslaved?

Lesson Plans and Instructional Activities:

Day ONE: The Africans Arrive: A History Mystery!

- Teacher will assess the classroom with a Slavery Pre-TEST for pre and post lesson gains.
- Students will examine 2 primary documents, an illustration of *Jamestown Landing* by Howard Pyle and a letter from John Rolfe to the Virginia Company of London, to

determine the mystery of the first Africans who arrived in the Jamestown settlement of Virginia and have students form their own opinions using evidence from their documents.

- Students will complete a *Mystery History* Graphic Organizer and provide evidence for their conclusion of indentured servant or slave by finding something within their document to validate their research..
- If time, student will complete exit card (index card) with a fact that s/he learned.

Materials/Resources

- The Story of Africans in Virginia Lesson Plan Day ONE
- Slavery Pre TEST (2 student copies per sheet of paper) with answer key and explanations of answers
- Slavery Lesson PowerPoint (several slides per day)
- *Mystery History* Graphic Organizer for day
- *Mystery History* Student Samples
- John Rolfe document and Image of *Jamestown Landing* by Howard Pyle

Assessment Tool(s)

- Pre and Post Slavery TEST
- *Mystery History* Graphic Organizer

Day TWO: Slavery, Here I Come Part I

- Teacher will review Africans as indentured servants or slaves.
- Students will work cooperatively in groups to research one part of Virginia History regarding the progression of Africans from indentured servants to slaves.
- Students will complete *Slavery Windows and Mirrors* worksheet with their summary of their document and an explanation of how their document pertains to Africans. Every student will complete one, but each group will choose their best to make a movie OR timeline. The movie or timeline will be completed in the next lesson.

Materials/Resources

If You Choose to Make the Movie

- *Slavery, Here I Come*, Lesson Plan Day TWO
- Slavery Lesson PowerPoint (several slides per day)
- Slavery Windows and Mirrors Worksheet, with extras if students finish quickly
- 2 Student Samples of *Slavery Windows and Mirrors* worksheet
- Computer with PhotoStory downloaded (free download—see directions in Day 2 folder on where to find download and how to audiotape)
 - Media permission if required by your school. Sample in folder.
 - Microphone (mine was \$10 from Target)
- . If you choose the Timeline you also need
- Clothesline or yarn, and 11 clothespins to hang the 11 documents

- Clothesline or yarn
- 11 clothespins, enough to hang the eleven documents
- Index card, one per student

IF You Choose to Make the Timeline

- *Slavery, Here I Come*, Lesson Plan Day TWO
- Slavery Lesson PowerPoint (several slides per day)
- Slavery Windows and Mirrors Worksheet, with extras if students finish quickly
- 2 Student Samples of *Slavery Windows and Mirrors* worksheets
- Choice of Movie or Timeline: lesson plan directions for both are given
- Index card, one per student

Assessment Tool(s)

- *Slavery Windows and Mirrors* Worksheet
- Index Card for students to write date and summary

Day THREE: Slavery, Here I Come Part II

- Teacher will share movie OR create timeline
- Students will read their Slavery Windows and Mirrors entries that was created from their research of their primary or secondary document.
- Students will complete *From 1619 to Slavery* Worksheet that documents the progression of laws that enslaved the Africans.
- *Slavery Windows and Mirrors* Movie or clothesline or yarn for Timeline
- 11 Best *Slavery Windows and Mirrors* Worksheet from yesterday
- About 7 or 8 feet of clothes line OR piece of yarn to hang documents
- 10 Clothespins

Assessment Tool(s)

- Timeline or Movie

- *From 1619 to Slavery Worksheet* and Answer Key
- Slavery Post TEST
- Index card with date and summary, if time permits

Modifications (to meet needs of diverse learners)

- Place primary documents in plastic sleeves to increase longevity. This also helps students who like to fold paper, tear paper, etc.
- Images are not in PDF, so they may be enlarged for the visually impaired.
- Grouping alternatives:
 - Group a high achiever with a low achiever if reading skills are a major issue in order to aid with the struggling students' understandings. OR
 - Group a gifted learner to work with a gifted learner so they could compare their decisions and achieve answers that are at a higher level.
- Documents and research could be formatted onto 2 different pages and students could match documents to the research.
- Using a SmartBoard:
 - Project documents onto a wall or SmartBoard to alleviate making copies of the documents.
 - Teacher could separate documents from research, and have the students match research with the correct document. This could be complete with paper products or a matching lesson on the SmartBoard.
 - Documents could be important into a SmartBoard notebook document and students could place in chronological order using the SmartBoard
- Discuss documents in small groups of 4 or 5 with teacher rotating between fewer groups.
- *Windows and Mirrors* is a powerful teaching tool. Given more time, assign documents giving students very little annotated research and take students to the computer lab (30 minutes is sufficient) to research their documents. It can be used to teach any event, or groups of events.
- Students could be assigned historical figures or documents. The research is as important as the learning that goes into empathizing with your document.

Technology

- The movie could be stored on iPods, and if the school has an iPod lab, it could be shared amongst teachers and/or downloaded on individual students' iPods. *Remember, this could only be done if the necessary paperwork was signed by parents allowing permission to audiotape.* To play on an iPod it will have to be saved as a MP4 file. Your technology department will most likely have to complete this step for you.
- Primary Documents could be placed on a teachers' websites so that students could access them from their homes.

Where Resources Are Found

Day ONE Folder

- Day One *History Mystery* Lesson Plan

- Slavery Pre and Post TEST with answer key
- *History Mystery* Graphic Organizer, one per student
- *The Story of Slavery in Virginia* PowerPoint
- Media Permission Form
- Primary Documents Day ONE Folder
 - Jamestown Landing Illustration, by Howard Pyle
 - John Rolfe Letter with translation
 - Old Map (1819)

Day TWO Folder

- Day TWO *Slavery, Here I Come Part I* Lesson Plan
- *Slavery Windows and Mirrors* Worksheet, at least one per student
- Slavery Primary Documents with research
- *The Story of Slavery in Virginia* PowerPoint
- Movie Files
 - Slavery Windows and Mirror Movie
 - Media Permission
 - Slavery Movie PPT Pictures JPEG
 - Slavery Movie PPT Pictures
 - Audiotaping Directions

Day THREE Folder

- Day TWO *Slavery, Here I Come Part II* Lesson Plan
- *From 1619 to Slavery* Worksheet with Answer Key
- Movie Files (Same as Day TWO)
- Slavery Primary Documents with research (same as Day TWO)
- Slavery Pre and Post TEST with answer key (same as Day ONE)

Annotated Instructional Bibliography

Adams, Daniel (1819). Map: *The World*. David Rumsey Historical Map Collection Collection. Boston: Lincoln and Edmands.

I wanted an old map, but one that was clear enough that young students could navigate it clearly and precisely. This 1819 showed the New World, the Caribbean, and the western coast of Africa, including Angola. I made an inset for the map using *PhotoShop*, so the students could get an even clearer view.

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 Concerning Tobacco gave Virginia a monopoly on British imported tobacco and assured the success of tobacco. Students will see that tobacco played an important role in the slave trade because additional labor was needed to work the increasing number of tobacco plantations.

Colonial Records of Virginia (release date 2007). The Project Gutenberg eBook, by Various Authors, page 91. Retrieved from <http://www.gutenberg.org/files/22594/22594-h/22594-h.htm>

These census documents have been transcribed from original colonial Virginia records that are housed in the Public Records office of Great Britain, copies of which were obtained by Colonel Angus W. McDonald when Maryland and Virginia were objecting to property lines. It includes the census of 1624/25, and the records here are pertaining to previous governor Yeardley, who was one of two men who placed several of the original Africans who arrived at Jamestown on his plantation.

Dingledine, Jr., Raymond C., Barksdale, Lena, Nesbitt, Marion Belt (1965). *Virginia's History and Geography*. United States of America: Charles Scribner's Sons.

Virginia's History and Geography was a widely used fourth grade history book in the 1960's. It has hand drawn illustrations and history is often written through narratives, so it is very, very easy to read. It has a biased view on Indians and slavery, so cannot be used as a textbook of choice. It does, however, have delightful stories of Virginia and its history, if one has time to pick and choose.

Forbes, Edwin. (1864, May 14. *Spotsylvania Court House, Va (Illustration of Slave Mothers and Children.)*. The Library of Congress. Retrieved October 9, 2010 from <http://loc.gov/pictures/resource/cph.3g02041/>

This illustration was used to demonstrate a slave mother and child and the Virginia Slave Law of 1662 which passed slavery of a child through the mother's lineage. This was one of the first laws that was passed that was an actual slave law and determined who was and was not a slave.

Hashaw, Tim. (2007). *The Birth of Black America: The First African Americans and the Pursuit of Freedom at Jamestown*. New York: Carroll and Graf Publishers.

Tim Hashaw, an investigative reporter, makes a convincing argument that the ship that brought the first Africans to Jamestown was the *White Lion* and that actually the ship the *Treasurer* brought additional Africans four days later. He is able to trace that the Africans off of the first ship and states they were traded to two landowners who continued to hold them as slaves 6 years later.

Johnson, Anthony. (1670). Court document. Image courtesy of Library of Congress. Retrieved October 8, 2010 from <http://www.pbs.org/wgbh/aia/part1/1h314.html> and <http://www.pbs.org/wgbh/aia/part1/1h287.html> <http://www.pbs.org/wgbh/aia/part1/1h288.html>

This court document of 1670 shows how 250 acres of land that had been purchased by Anthony Johnson, who gave 50 acres to his son, Richard, was taken away from Richard by a juried trial simply because he received it from an African. The other 2 websites are illustrations that are used to represent Anthony and Mary Johnson because no picture exists.

Kingsbury, Susan Myra, editor *The Thomas Jefferson Papers Series 8. Virginia Records Manuscripts, 1606-1737*. (John Rolfe letter, January, 1620). Records of the Virginia Company, 1606-26, Volume III: Miscellaneous Records -- <http://hdl.loc.gov/loc.mss/mtj.mtjbib026605>

The letter from John Rolfe to Sir Edwin Sandys, treasurer of the Virginia Company of London, was sent to tell of the arrival of 20 Africans to Jamestown. Students are evaluating it to determine if they believe the Africans arrived as indentured servants or slaves.

Mintz, S. (2007). Virginia Slave Laws. Digital History. Retrieved October 8, 2010 from <http://www.digitalhistory.uh.edu> http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=217

This website has in chronological order a listing of Virginia slave laws, sometimes in abbreviated form. It is easy to maneuver and includes explanations of the laws.

Moore, Henry P. (1862-1863). *James Hopkinson's Plantation. Group going to field*. Library of Congress. Retrieved January 30, 2010 from [http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field\(DOCID+@lit\(aa02038\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(aa02038)))

Image is used on the title slide and the ending slide of the *Slavery Windows and Mirrors* movie portion of the lesson plan. It is used for effect only. It is the image of slaves on a plantation going into the fields to work and it is used as a whiteout picture behind red print.

Morgan, Edmund S. (1975). *American Slavery, American Freedom*. New York: W. W. Norton and Company.

Mr. Morgan uses the “marriage of slavery and freedom” to show how slavery and freedom were interspersed throughout early American history; i.e. that while white Americans had their freedom in the new world, Africans were enslaved and supporting their ability to stay free. Interesting to read, it follows colonial history of both the enslaved and the free.

Pyle, Howard (1917). Landing of Negroes at Jamestown from a Dutch Man-of-War, 1619 (Illustration), Retrieved from <http://www.pbs.org/wgbh/aia/part1/1h289.html>

This is a recreated illustration of the landing of the first Africans at Jamestown in the colony of Virginia. This image is meant to recreate sailors trading the Africans for food. The ship's name cannot be seen. When one examines this picture, it is important to remember that this is a recreation of the event, drawn almost 300 years after it actually happened. The image credit belongs to the Library of Virginia.

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 with a primary document regarding tobacco. Students have an accurate view of tobacco leaves in a field in this black and white picture of tobacco. It is used with the King Charles I Proclamation.

Yeadley, Sir George. (1628). Excerpt from his Will taken from Morgan, Edmund S. (1975). *American Slavery, American Freedom*. New York: W. W. Norton and Company.

This is an excerpt from the will of Sir George Yeadley, first governor of Virginia under the newly formed government-the House of Burgesses. He was one of two landowners that bartered for the Africans that entered Jamestown in 1619. (His friend Mr. Abraham Peirse was the other landowner.)

Virginia Center for Digital History. (2005). The Geography of Slavery. Retrieved November 22, 2010 from
http://www2.vcdh.virginia.edu/gos/browse/browse_ads.php?year=1736&month=10&page=0

This website is a wealth of information on slavery from the 1600's through the 1800's. It can be navigated by name, date, place, etc. It is easy to use and includes many lesson plans for all grades.