

## **Stark County Teaching American History Grant**

Stark County Educational Service Center  
2100 38th Street NW  
Canton, Ohio 44709

### ***Power to the People***

**Freedom, as established by self-rule, had regional differences in the early colonies**



### **Grade Level 8**

Created by Bradley Pirie  
Louisville Middle School

**Duration** 2-3 days or 120 minutes

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#### **Overview**

On Day One (optional) students will experience two approaches to group decision making and problem solving by using the *consensus and majority models*. For this exercise students will use a US Air Force survival test. Then students will be introduced to the vocabulary terms *representative and direct democracy* and develop a lists of pros and cons for each type. On Day Two students will examine the historic account on the Jamestown National Park Service's web page of the first governing body established in Jamestown. Next, students will examine the primary source text of the *Mayflower Compact*. Lastly, students will prepare a 5W newspaper article centered on the signing of the *Compact*. A computer projector in the classroom or access to a computer lab should be available.

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#### **Ohio Academic Content Standards (Current)**

**History Benchmark D:** Describe the effects of interactions among civilizations during the 14<sup>th</sup> through the 18<sup>th</sup> centuries.

**Indicator 2:** Describe the political, religious, and economic aspect of North American colonization including:

- e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies.

**Social Studies Skills and Methods Benchmark D:** Work effectively in a group.

**Indicator 5:** Identify ways to manage conflict within a group

## **Revised Ohio Academic Content Strands**

### **Historical Thinking**

#### ***Historical Thinking and Skills***

1. Primary and secondary sources are used to examine events from multiple perspectives and to defend a position

#### ***Human Systems***

17. Americans began to develop a common identity among its diverse regional and cultural populations based on democratic ideals

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## **Historical Background Narrative**

*We ate the mice, we ate the rats,  
And through the hold we ran like cats.  
- Early English sailing song*

### Jamestown

Sailing in the 1600s was a dangerous way to travel for the 105 passengers boarding the sailing ships *Susan Constant*, *Discovery*, and *Godspeed* in London heading to a place called Virginia. While one of Britain's finest captains, Christopher Newport, was in charge, England was still in sight after nearly 2 months of sailing. Numerous times this small convoy of ships tried to sail into the Atlantic, only to be blown back towards shore. To make matters worse, during this time crew and passengers were eating the precious food on board.

Nonetheless, by April of 1607, these small ships landed at a site on the James River in the mouth of the Chesapeake Bay in North America. Sent by the Virginia Company of London these passengers were about to take on Spain at their own game – colonizing – and enrich themselves and their country. The Charter from King James gave the Company authority in this territory. However, the 45 days travel between the two continents meant the colony was going to need some type of self-rule if they were going to succeed. The Virginia Company of London entrusted Captain Newport with a sealed metal box. Everyone watched as Newport opened the box and read six names and his own who were to be members of a council responsible for electing a president. Thus was planted the seed of representative government (or one version of democracy) in the New World. In 1610 a new charter provided for a stronger form of centralized leadership under a governor and advisors. The colonists instituted military law with punishment for colonists who did not obey the rules. In 1619 this form of government sprouted into the House of Burgesses (a representative legislature like England's Parliament) and freedom for settlers to own their own land.

## Plymouth

It was a time of religious intolerance in England in the year 1620. Some people wanted to distance themselves further from Catholic Church practices than had the Anglican Church. Because of these ideas they were forced out of England. After a short stay in Holland, this group of separatists decided they must find a new place to practice their religion. Together with a group of strangers they boarded the ship *Mayflower* and headed toward the Virginia Colony. It was a terrible voyage, lasting 66 days, yet only one of the 102 on board died during the crossing. When they spotted land, they discovered they were off course and had landed in an area north of Jamestown called Cape Cod in what is today Massachusetts. Exhausted, they were forced to settle in a place called Plymouth. Outside the area covered by the Virginia Charter, the group had to form some kind of government if they were going to survive. The plan they drew up was called the Mayflower Compact, a form of direct democracy they all agreed to live under. Today we see the echo of this agreement in the town meetings still common in New England.

Both of these forms of democracy would later be combined to form the laws and government that represent our rights today.

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### **Enduring Understandings**

- Citizens hold different ideas of self-rule that contribute to governance.
- A nation's form of self-rule style of government can be created from different democratic ideas.

### **Essential Questions**

- What different ideas about self-rule can create a democratic government?
- Establishing a democracy can involve compromising on or combining different principles of self-rule.

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### **Instructional Strategies**

#### **Day 1 (Optional)**

1. Small Group Instructions: Handout Air Force Survival Test "Lost in the Desert." Break class into groups of six and randomly assign groups as either a majority decision-making or consensus decision-making team. Review the introduction scenario to the Air Force Survival Test (**Appendix A**) with the class and give them 20 minutes to arrange the list of items, starting with the most important. They only can make selections using their assigned decision-making model. Review students' list against the recommended ranking.

- Consensus groups should report having more trouble finishing and complain about the difficulties of getting everyone to agree.

2. Whole Group Instruction – Brainstorm: Review the definitions of decisions made by majority versus consensus. Have students generate a list of pros and cons for both terms and which one provides more freedom. Introduce students to the vocabulary terms *representative democracy* and *direct democracy*.

- REPRESENTATIVE DEMOCRACY. A form of government where the powers of the sovereignty are delegated to a body of people, elected from time to time, who exercise that sovereignty for the benefit of the whole nation.
- DIRECT DEMOCRACY. Sometimes called "pure democracy," it is a form of democracy in which the people themselves, rather than elected representatives, determine the laws and policies by which they are governed.

## Day 2

1. Whole Group Instruction – Schema: Review the founding of Jamestown by visiting the National Park Service’s web site on the Jamestown National Historic Site and the founding of the nation’s first legislative assembly, the House of Burgesses.

<http://www.nps.gov/jame/historyculture/the-first-legislative-assembly.htm>.

Discuss the principles of a representative government.

2. Explore the diary of George Percy. Working in pairs, have students record the passage from Percy’s journal in modern English. Discuss the importance of having some type of authority in the colonies.

## Day 3

1. Whole Group Instruction: Watch short video from *Having Fun with History* and discuss the founding of the Plymouth Colony. Working with a partner, have students complete the primary source analysis on the Mayflower Compact. (The 5Ws worksheet) Review the results as a class and discuss how the civil authority established in Plymouth was a direct democracy. Ask students which government, Jamestown or Plymouth, they think provided more freedom.

2. Students, using the rubric and a newspaper template, will prepare a historic newspaper account of the Mayflower Compact for a grade.

3. Extension: Have students problem-solve for the Plymouth Colony, what type of rules they would propose for the group to vote on. Class could then vote for the best rules as a colony.

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## Classroom Materials

Computer Video Projector or computers for each student

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## Resources

Primary and Secondary Sources:

“Mayflower II, Building a Replica.” Video: *Have Fun With History*.

<http://www.havefunwithhistory.com/movies/index.html>. (accessed May 2011)

Survival Gear: 10 items to Survive. GearJunkie. <http://gearjunkie.com/survival-gear-10-items-to-survive?pg=2>. (accessed 2 February 2012) (Appendix A )

The First Legislative Assembly. Historic Jamestown, National Park Service. U.S. Department of the Interior. <http://www.nps.gov/jame/historyculture/the-first-legislative-assembly.htm>. (accessed May 2011) (**Appendix B**)

- Excerpt: George Percy's Jamestown Diary: Colonial Williamsburg, <http://history.org/Foundation/journal/Winter07/A%20Trew%20Relation.pdf>. (May 2011) (**Appendix C**)
- Answer Key: Excerpt: George Percy's Jamestown Diary: Colonial Williamsburg, <http://history.org/Foundation/journal/Winter07/A%20Trew%20Relation.pdf>. (May 2011) (**Appendix D**)
- Mayflower Compact: 1620: 2008 Yale Law School - Lillian Goldman Law Library. The Federal and State Constitutions Colonial Charters, and Other Organic Laws of the States, Territories, and Colonies Now or Heretofore Forming the United States of America Compiled and Edited Under the Act of Congress of June 30, 1906 by Francis Newton Thorpe Washington, DC : Government Printing Office, 1909. [http://avalon.law.yale.edu/17th\\_century/mayflower.asp](http://avalon.law.yale.edu/17th_century/mayflower.asp). (accessed 2 February 2012) (**Appendix E**)
- 5Ws & How Graphic organizer (**Appendix F**)
- 5Ws & How Graphic organizer Answer Key (**Appendix G**)
- Historical Newspaper template(**Appendix H**)
- Historical Newspaper template sample answer (**Appendix I**)
- Rubric Historical Newspaper Article(**Appendix J**)

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### **Summative Assessment (or Question)**

Students, using the rubric and a newspaper template, will prepare a historic newspaper account of the Mayflower Compact as a summative assessment.

## Appendix A



Surviving in the wild — no matter the location or the time of year — depends on human wit and will more than the gear you have in your pack. But all survival experts still recommend assembling an **emergency kit** of equipment to stay with you at all times in the wilderness.

Indeed, if you're lost or injured, the right gear can mean the difference between a comfortable night spent outdoors, and a cold one. Items like a whistle or a signal mirror can alter fate to issue rescue instead of abandonment.

In many cases, the right gear in your pack can literally save your life. But what to bring?

A **survival kit** is something most hikers, hunters, and explorers will never break open. It will sit in the bottom of a backpack, potentially for years, encased in a waterproof vessel of some sort, lightweight and out of the way.

The leanest survival kits are stored in Altoids tins and the like, and they include just the bare backwoods essentials: matches, firestarters, fishing line, a tiny compass, water purification tablets, a whistle, a small rescue mirror, and so on.

“As far as **survival gear** goes, it really depends on the space you have available, how much weight you can comfortably carry, and how far you plan to venture,” said Mike Forti, a graduate of the United States Air Force Survival School. “In reality, a backpack full of camping gear is simply a large ‘survival kit’ designed for a comfortable and extended stay in the wilderness. A much smaller version of this might consist of a tobacco tin with relatively few items tightly packed in.”



A commercial option for people who choose to take the minimalist route is the Pocket Survival Pak from Adventure Medical Kits ([www.adventuremedicalkits.com](http://www.adventuremedicalkits.com)). This wallet-size packet of miniature multi-use survival items includes a whistle, fishing hooks, a signal mirror, a sparker fire starter, waterproof fire-starting material, a compass, duct tape, string, wire, safety pins, aluminum foil, a magnifying lens, nylon thread, a razor blade, a sewing needle, a pencil, and tiny sheets of paper, plus a waterproof instructional sheet on use of the various items.

All these items squeeze into a waterproof container, and the whole bundle weighs a scant 4 ounces. Total cost: \$33.

Like any emergency kit, the Pocket Survival Pak — which was developed by Doug Ritter, founder of the survivalist website Equipped To Survive ([www.equipped.org](http://www.equipped.org)) — can help lost or injured explorers to signal helicopters and planes, start fires, boil water, melt snow for water, catch fish, navigate through the woods, trap small animals, perform rudimentary first aid, and repair damaged gear.

But minimalist kits have their limitations, Mike Forti said: “They can provide the bare essentials for a miserable, short-duration stay.”

Forti’s kit of choice is a bit larger and bulkier, but not overbearingly so. It can be worn on a belt in a pouch and includes enough gear to make a longer “unplanned wilderness excursion” survivable with some modicum of basic comfort.

When assembling a kit for any trip, Forti takes something he calls the “rule of three’s” into account, which banks on the presumption that you can die in three hours when exposed to bad weather; that you can die in three days from thirst; and that you can die in three weeks from lack of food.

“These are not hard and fast time frames, but they are easy to remember, and are therefore decent guidelines,” he said. “For this reason, most survival kits do not contain Twinkies and juice-boxes.”

Instead, Forti’s gear stresses rescue and protection from the elements. His No. 1 piece of survival gear is a knife, specifically something large like a machete. “A good knife can be a survival kit unto itself,” he said.

From chopping branches and trees for a shelter, to making of a bow drill for fire, to whittling a snare, a knife in the hands of a knowledgeable individual, Forti said, is the key item in a kit.

Perhaps unexpectedly, item No. 2 on Forti's list is a cell phone. "The simple fact is that cell phones save lives," he said. "They can turn a survival saga into a non-event."

In a similar vein, Todd Smith, the editor-in-chief of Outdoor Life magazine, stresses rescue in emergency wilderness situations via quick communication with the outside world. But in addition to a cell phone, Smith recommends personal locator beacons (PLBs), which are essentially emergency radio signal devices that communicate with satellites (and thus rescue personnel) from anywhere on the globe.

He said PLBs are expensive — they can cost several hundred dollars — but are an excellent investment for those planning on spending a lot of time in the backcountry, especially people who go solo.

At the push of a button, PLBs from companies like ACR Electronics Inc. ([www.acrelectronics.com](http://www.acrelectronics.com)) transmit your position via GPS coordinates and the 406 MHz radio frequency to search-and-rescue centers, who may be able to then start a search process within minutes.

"The recent Mount Hood tragedy changed my perspective," Smith said, referencing the December climbing disaster in Oregon where three mountaineers died from exposure, despite a huge rescue effort. "A PLB might have saved their lives."

Beyond PLBs, Smith said a survival kit should include items like a map of the area, a compass, a space blanket, first aid, a flashlight or headlamp, and fire-starting supplies. He recommends keeping the essential stuff physically attached to your body in a pouch on your belt.

Gear needs to be customized for each trip, Smith added. "I tell people to make a basic survival kit, but then add gear appropriate for where you're going, be it the ocean, the desert, the tropics, the arctic, the mountains, or any other environment."

Even people driving through the Rocky Mountains, Smith said, should have a survival kit in their car, including a sleeping bag, warm extra clothing, food, water, and charged-up cell phones.

"Have a game plan in place anytime you're in the wilderness," Smith said. "You can be prepared for just about anything."

## **RECOMMENDED SURVIVAL KITS — TOP 10 ESSENTIALS**

To trim a survival kit down to its top 10 essentials is to reveal the utmost necessary items for ad hoc shelter, warmth, communication, navigation, and sustenance in the deep backwoods. Here, then, are three survivalists' lean lists of gear you should not be without in any wilderness situation.



**Todd Smith, editor-in-chief of Outdoor Life magazine**

1. Personal locator beacon (PLB) or cell phone
2. Map of area
3. Compass
4. Small first-aid kit
5. Water bottle
6. Flashlight/headlamp
7. Lighter and fire starters
8. Space blanket/bivy sack
9. Whistle
10. Signal mirror

**Doug Ritter, founder of survivalist website Equipped To Survive, [www.equipped.org](http://www.equipped.org)**

1. HeatSheets brand space blanket
2. Gloves
3. Chlorine dioxide water-purification tablets
4. Nylon braided line
5. Whistle
6. Lighter
7. Waterproof matches
8. Tinder (for fire starting)
9. Signal mirror
10. Personal locator beacon (PLB)

**Mike Forti, graduate of the United States Air Force Survival School**

1. Large knife (machete or hatchet)
2. Cell phone
3. Bic Lighter
4. 9 × 12 foot plastic painters tarp (0.35 mil thickness)
5. Mylar survival blanket
6. Mini L.E.D. flashlight
7. Water purification tablets
8. Water container of some sort
9. Small roll of fishing line or dental floss
10. Fifty Dollar bill (“After a few days lost in the woods eating bugs, it would be a real shame to emerge next to a 7-
- 11, and have no money for food,” Forti said.)

## Appendix B

### THE FIRST LEGISLATIVE ASSEMBLY

at Jamestown, Virginia

As citizens of the United States of America, it is important for us to rediscover the earlier expressions of our constitutional ideals in Colonial Virginia. Though many of our ideas about representative government developed from the English model of Parliament, the American tradition of representative government actually began in Jamestown. The experience there would later influence the political development of other English colonies in the New World.

We shall first briefly review some of the significant events leading up to the legislative assembly of 1619; second, we shall discuss the distinguishing features of that historic meeting, which took place in the church during the hot summer months of July and August; and finally, we shall comment on the significance of the first assembly as a precedent for many of the institutional values represented in the U.S. Constitution.

The first charter of the Virginia Company, signed by King James I on April 10, 1606, planted the first seed for the future evolution of our constitutional values. The charter proclaimed that:

all and everie the parsons being our subjects which shall dwell and inhabit within everie or anie of the saide severall Colonies and plantacions and everie or anie of theire children . . . shall have and enjoy all liberties, franchises and immunities as if they had been abiding and borne within this our realme of England.

Indeed, one of the major grievances of our ancestors at the dawn of the Revolution was that England failed to grant the colonists the same rights as those enjoyed by the citizens residing in the mother country. In these simple words -- buried in a document concerned mostly with the rights of the proprietors -- lay the real authority for the first legislative assembly on the American continent to take place.

Between the years of 1606 and 1619, two significant trends were evolving that would later determine the political character of the colony. First was the growing recognition that a colonial settlement should be more than just a commercial enterprise. Unlike the Popham colony in present-day Maine (which was granted under the same charter of 1606), Jamestown showed promise of developing into a permanent settlement, and men such as Sir Edwin Sandys soon grasped the idea that in order to have a prosperous colony, one must also have a populated colony with women and children, and not just eager adventurers in constant need of supplies from home.

The second trend was that the power to make laws regulating the colony was becoming more and more decentralized. In 1609 the King, unwilling to shoulder the financial burden of the colony from the royal treasury, signed a second charter which allowed for the sale of company stocks to the public. James I thereby reluctantly surrendered his absolute control over the colony in an effort to solicit the support of as many investors as possible. This trend towards decentralization of power did not, at first, result in greater rights and privileges for the colonists. The rigid punitive code known as "Laws Divine, Morall and Martiall," which began around 1611, was, if anything, a major setback. By 1618, however, martial law was abolished, the legislative assembly created, and some of the power of government finally trickled into the hands of the settlers. Together, the two trends explained above accelerated the overall trend towards a colony less commercial, and more political in character.

Thus in April 1619 Governor George Yeardley arrived, announcing that the Company, in an effort to improve the social conditions of the colony, had voted for the abolition of martial law and the creation of a legislative assembly. This assembly would be held no more than once a year, "wherat were to be present the Governor and Counsell with two Burgesses from each Plantation freely to be elected by the inhabitants thereof." The mandatory presence of the Governor and the appointed Council somewhat restricted freedom of debate.

The names of the settlements and their elected representatives were - For James citty: Captaine William Powell and Ensigne William Spense; For Charles citty: Samuel Sharpe and Samual Jordan; For Citty of Henricus: Thomas Dowse and John Polentine; For Kiccowtan: Captaine William Tucker and William Capp; For Martin Brandon-Capt. John Martin's Plantation: Mr. Thomas Davis and Mr. Robert Stacy; For Smythe's Hundred: Captaine Thomas Graves and Mr. Walter Shelley; For Martin's Hundred: Mr. John Boys and John Jackson; For Argall's guiffe: Mr. (Captaine Thomas) Pawlett and Mr. (Edward) Gourgaing; For Flowerdieu Hundred: Ensigne (Edmund)Roffingham and Mr. (John)Jefferson; For Captaine Lawne's Plantation: Captaine Christopher Lawne and Ensigne Washer; For Captaine Warde's Plantation: Captaine Warde and Lieutenant Gibbes.

Other members of this assembly included John Pory as Secretary and Speaker, John Twine as Clerk of the Assembly and Thomas Pierse as Sergeant at Armes. The Governor's Council consisted of the Governor, John Pory, Captain Frances West, John Rolfe, Captain Nathaniel Powell and Samuel Maycock.

The 22 burgesses, together with Governor Yeardley and the Council, met on July 30, 1619 in the church at Jamestown, because it was "the most convenient place . . . they could finde to sitt in." For the important role of Speaker the assembly elected John Pory, who had at one time served as a member of English Parliament.

The weather was unbearably hot and humid, and one burgess died during the session; nevertheless, the assembly did manage to cover several items on the agenda during its brief, six-day meeting. First, the assembly petitioned for some minor changes in the settlement of land tenure. Then, the assembly approved the "greate Charter" of 1618, which had allowed for its creation. Next, the assembly adopted measures against drunkenness, idleness, and gambling. Other legislation discussed on Monday, August 2, included protection against the Indians, baptizing the Indians, and planting trees and crops. On August 3, the assembly discussed "a thirde sorte of laws suche as might proceed out of every man's private concept." Here lies the power of the individual burgess to initiate legislation, and not simply to pass those laws proposed from above. The burgesses initiated and passed more legislation regulating relations with the Indians and the personal affairs of the colonists. The assembly even passed a law requiring compulsory church attendance. Also on August 3 the assembly took on a judicial character as it tried one of the servants of a landowner for improper conduct. Finally, on August 4, the assembly approved its first tax law. This was a poll tax requiring that every man and servant in the colony pay the officers of the assembly "one pound of the best Tobacco" for their services during this hot, midsummer season.

As the assembly made preparations to close its first meeting, John Pory, in his final petition on behalf of the assembly, asked the Company in London to excuse the assembly for its rather abrupt decision to adjourn the meeting early. More importantly, in his letter one can detect a trace of ambition to expand the power of the assembly:

Their last humble suite is, that the said Counsell and Company would be pleased, so soon as they shall finde it convenient, to make good their promise sett downe at the conclusion of their commission for establishing the Counsel of Estate and the General Assembly, namely, that they will give us power to allowe or disallowe of their orders of Courte, as his Majesty hath given them power to allowe or to reject our laws.

He even went so far as to warn the Council and Company against the danger of rebellion and anarchy. Fully aware of the power of the Council to accept or reject the laws passed by the assembly, Pory pleaded with the Company "not to take it in ill parte of these laws which we have now brought to light . . . for otherwise this people would in shorte time growe so insolent, as they would shake off all government, and there would be no living among them."

Thus concluded the first legislative assembly ever to take place in English-speaking America. It was of course a modest beginning, and the capacity of the First Assembly to serve as a precedent for later constitutional developments in America was restricted in two ways: first, the assembly was not modeled after Parliament, but rather after the assembly of Virginia Company stockholders in London (similar to a board of directors); and second, any legislation passed by the assembly was subject to unrestrained Company veto.

The First Assembly, nevertheless, "inaugurated a new era in colonial government," one that would later blossom into a fully developed constitutional system in which the preservation of peace and order, as John Pory remarked, would lay in the foundations of representative government. Let us conclude with one of Thomas Jefferson's comments in a letter to James Madison, who, at that time, had just returned to Virginia from the Philadelphia Convention. The thrust of his statement somewhat resembles that of his predecessor, John Pory:

. . . And say, finally, whether peace is best preserved by giving energy to the government, or information to the people. This last is the most certain, and the most legitimate engine of government . . . Enable them to see that it is in their interest to preserve peace and order, and they will preserve them.

#### Bibliography

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Padover, Saul K. *The World of the Founding Fathers*. New York: A. S. Barnes and Company, 1977.

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A Challenging Read

**Directions:** Read the following journal entry by Sir George Percy. He was in charge of the men at Jamestown and wrote about the things he witnessed. On the lines below each sentence record in correct and modern English what he wrote.

A worlde of miseries ensewed as the Sequell will expresse unto yow, in so mutche thatt  
\_\_\_\_\_  
some to satisfye their hunger have robbed the store for the which I Caused them to be  
\_\_\_\_\_  
executed. Then haveinge fedd upon our horses and other beastes as longe as they  
\_\_\_\_\_  
Lasted, we weare gladd to make shifte with vermin as doggs Catts, Ratts and myce all was  
\_\_\_\_\_  
fishe thatt Came to Nett to satisfye Crewell hunger, as to eate Bootes shoes or any other  
\_\_\_\_\_  
leather some Colde come by. And those beinge Spente and devoured some weare  
\_\_\_\_\_  
inforced to searche the woodes and to feede upon Serpentts and snakes and to digge the  
\_\_\_\_\_  
earthe for wylde and unknowne Rootes, where many of our men weare Cutt of and slayne  
\_\_\_\_\_  
by the Salvages. And now famin beginneinge to Looke gastely and pale in every face,  
\_\_\_\_\_  
thatt notheinge was Spared to mainteyne Lyfe and to doe those things which seame  
\_\_\_\_\_  
incredible, as to digge upp deade corpes outt of graves and to eate them. And some have  
\_\_\_\_\_  
Licked upp the Bloode which hathe fallen from their weake fellowes.  
\_\_\_\_\_

## Appendix D

WINTER 1609-1610

KEY

'Starving Time'

### A Challenging Read

**Directions:** Read the following journal entry by Sir George Percy. He was in charge of the men at Jamestown and wrote about the things he witnessed. On the lines below each sentence record in correct and modern English what he wrote.

A worlde of miseries ensewed as the Sequell will expresse unto yow, in so mutche thatt

A WORLD OF MISERY ENSEWED AS THE SEQUELL WILL EXPRESSE TO YOU, IS SO MUCH THAT  
some to satisfye their hunger have robbed the store for the which I Caused them to be  
SOME TO SATISFY THEIR HUNGER HAVE ROBBED THE STORE FOR WHICH I CAUSED THEM TO BE  
executed. Then haveinge fedd upon our horses and other beastes as longe as they  
EXECUTED. THEN HAVING FED UPON OUR HORSES AND OTHER BEASTS AS LONG AS THEY  
Lasted, we weare gladd to make shifte with vermin as doggs Catts, Ratts and myce all was  
LASTED, WE WERE GLAD TO MAKE SHIFTE WITH VERMIN AS DOGS, CATS, RATS, AND MICE ALL WAS  
fishe thatt Came to Nett to satisfye Crewell hunger, as to eate Bootes shoes or any other  
FISH THAT CAME TO NETT TO SATISFY CREWELL HUNGER, AS TO EAT BOOTS, SHOES, OR ANY OTHER  
leather some Colde come by. And those beinge Spente and devoured some weare  
LEATHER SOME COULD COME BY. AND THOSE BEING SPENT AND DEVOURD SOME WERE  
inforced to searche the woodes and to feede upon Serpentts and snakes and to digge the  
FORCED: TO SEARCH THE WOODS AND TO FEED UPON SERPENTS, SNAKES AND TO DIG THE  
earthe for wylde and unknowne Rootes, where many of our men weare Cutt of and slayne  
EARTH FOR WILD AND UNKNOWN ROOTS, WHERE MANY OF OUR MEN WERE CUT OFF AND SLAYNE  
by the Salvages. And now famin beginneinge to Looke gastely and pale in every face,  
BY THE SAVAGES. AND NOW FAMIN BEGINNING TO LOOK GASTELY AND PALE IN EVERY FACE  
thatt notheinge was Spared to mainteyne Lyfe and to doe those things which seame  
THAT NOTHING WAS SPARED TO MAINTAIN LIFE, AND TO DO THOSE THINGS WHICH SEEM  
incredible, as to digge upp deade corpes outt of graves and to eate them. And some have  
INCREDIBLE, AS TO DIG UP DEAD CORPSES OUT OF THE GRAVE AND EAT THEM. AND SOME HAVE  
Licked upp the Bloode which hathe fallen from their weake fellows.  
LICKED UP THE BLOOD WHICH HATH FALLEN FROM THEIR WEAK FELLOWS



## Appendix E



*The Mayflower Compact*, a painting by [Jean Leon Gerome Ferris](#)

<p><b>IN THE NAME OF GOD, AMEN.</b> We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King <i>James</i>, by the Grace of God, of <i>Great Britain, France, and Ireland</i>, King, <i>Defender of the Faith</i>, &amp;c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of <i>Virginia</i>; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. <b>IN WITNESS</b> whereof we have hereunto subscribed our names at <i>Cape-Cod</i> the eleventh of November, in the Reign of our Sovereign Lord King <i>James</i>, of <i>England, France, and Ireland</i>, the eighteenth, and of <i>Scotland</i> the fifty-fourth, <i>Anno Domini</i>; 1620.</p>	<p>← Who were the Puritans?</p> <p>← What was the purpose of the voyage?</p> <p>← Where did they think they landed?</p> <p>← Why are they making this compact?</p> <p>← How are they going to rule themselves?</p> <p>← When did they sign the document?</p>
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Mr. John Carver,  
Mr. William Bradford,  
Mr Edward Winslow,  
Mr. William Brewster.  
Isaac Allerton,  
Myles Standish,  
John Alden,  
John Turner,  
Francis Eaton,  
James Chilton,  
John Craxton,  
John Billington,  
Josés Fletcher,  
John Goodman,

Mr. Samuel Fuller,  
Mr. Christopher Martin,  
Mr. William Mullins,  
Mr. William White,  
Mr. Richard Warren,  
John Howland,  
Mr. Steven Hopkins,  
Digery Priest,  
Thomas Williams,  
Gilbert Winslow,  
Edmund Margesson,  
Peter Brown,  
Richard Britteridge  
George Soule,

Edward Tilly,  
John Tilly,  
Francis Cooke,  
Thomas Rogers,  
Thomas Tinker,  
John Ridgdale  
Edward Fuller,  
Richard Clark,  
Richard Gardiner,  
Mr. John Allerton,  
Thomas English,  
Edward Doten,  
Edward Liester

## Appendix F

# Who, What, When, Where, Why, and How

A **lead paragraph** in [literature](#) refers to the opening [paragraph](#) of an [article](#), [essay](#), [news story](#) or book [chapter](#). Journalistic leads emphasize grabbing the attention of the reader. The failure to mention the most interesting or attention grabbing elements of a story in the first paragraph is sometimes called "burying the lead."

### HISTORICAL SUBJECT:

**Who is it about?**

**What happened? / What is the story?**

**Where did it take place?**

**When did it happen?**

**How did it happen?**

**Why did it happen?**

**Expository writing** is a type of [writing](#), the purpose of which is to inform, explain, describe, or define the author's subject to the reader. Expository text is meant to deposit information and is the most frequently used type of writing by students in colleges and universities. A well-written exposition remains focused on its topic and lists events in chronological order.

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# *Historical Newspaper Article*

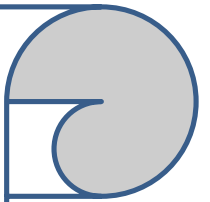
A large, empty rectangular box with rounded corners and a blue border, designed for a historical newspaper article. The box has a decorative scroll-like element on the right side and a small gray semi-circle at the bottom right corner.

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**Appendix I**

**Appendix I**  
**Sample Answer**

*Historical Newspaper Article*



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**Assessment Rubric****Appendix J****Scoring Guide and Rubric for Historical Newspaper Article**

<b>Content of Articles</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Historical Topic</b>	Author correctly identifies the historical topic. <u>4 pts.</u>	Author identifies the historical topic with one error. <u>3 pts.</u>	Author identifies the historical topic with two errors. <u>2 pts.</u>	Author does not identify the historical topic accurately. <u>1 pt.</u>
<b>Proper Grammar</b>	Author uses proper grammar without errors. <u>4 pts.</u>	Author uses proper grammar with 1-2 errors. <u>3 pts.</u>	Author uses proper grammar with 3-4 errors. <u>2 pts.</u>	Author uses proper grammar with several errors. <u>1 pt.</u>
<b>Information Facts : <i>Who</i> <i>What</i> <i>When</i> <i>Where</i> <i>Why</i> <i>How</i></b>	Author accurately presents six informational facts about the topic. <u>12 pts.</u>	Author accurately presents five informational facts about the topic. <u>10pts.</u>	Author accurately presents four informational facts about the topic. <u>8 pts.</u>	Author accurately presents less than four informational facts about the topic. <u>6 pts.</u>