

Jamestown Unearthed



A Teacher's Guide with Historical Background and Lesson Plans



Colonial Williamsburg



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"Virginia," from John Smith, *Generall Historie of Virginia, New-England, and the Summer Isles*, London, England, 1632, following page 40. From the collections of the Colonial Williamsburg Foundation.

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The Jamestown Rediscovery excavations that began in 1994 continue to reveal a wealth of information about James Fort, the growth of Jamestown, and daily life in early seventeenth-century Virginia. This overhead view shows a number of features, including a partially uncovered building foundation (A), a bulwark palisade trench (B), and a bulwark trench (C). Courtesy of APVA Preservation Virginia.



Jamestown Unearthed *Historical Background*

History deals with facts, and facts never change. Or do they? Though the basic storyline of history is generally slow to change, new information *can* change some of the details, and, once in a while, it can turn the accepted understanding of history upside down. Research occasionally yields previously unknown primary source documents or leads to the discovery of long-lost records. Historical archaeologists may look at old information in new ways to develop a more accurate understanding of the past. And science and technology, particularly **archaeology**, often uncover evidence of past events and people that are seldom mentioned—or not mentioned at all—in the existing historical record. The ongoing excavations at Historic Jamestowne in Virginia offer a prime example of how **historical archaeology** can reshape our understanding of the past.

Since 1994, archaeological excavations at the site of the 1607 James Fort have revealed over one million **artifacts** that were last used by the Jamestown, Virginia, colonists nearly four hundred years ago. Careful examination of these artifacts is helping archaeologists assemble a revised and more complete understanding of daily life in the first permanent English settlement in North America. But what, exactly, is the Jamestown story?

A BRIEF HISTORY OF JAMESTOWN

In 1585, Sir Walter Raleigh tried to establish the first British colony in North America on **Roanoke Island** in present-day North Carolina, but the colony was deemed “lost” by 1589. Twenty years later, the **Virginia Company of London** financed a second colonization attempt. In December 1606, the ships *Susan Constant*, *Godspeed*, and *Discovery* departed England bound for Virginia. Bad weather extended the normal six- to eight-week voyage to nearly eighteen weeks. One hundred four men and boys (one colonist died en route) made landfall at Cape Henry in present-day Virginia on April 26, 1607. The party explored the area before entering the **Chesapeake Bay** and then the river that would later be named the James, in honor of the king of England. After exploring upriver, the colonists selected a settlement site on May 13, 1607.

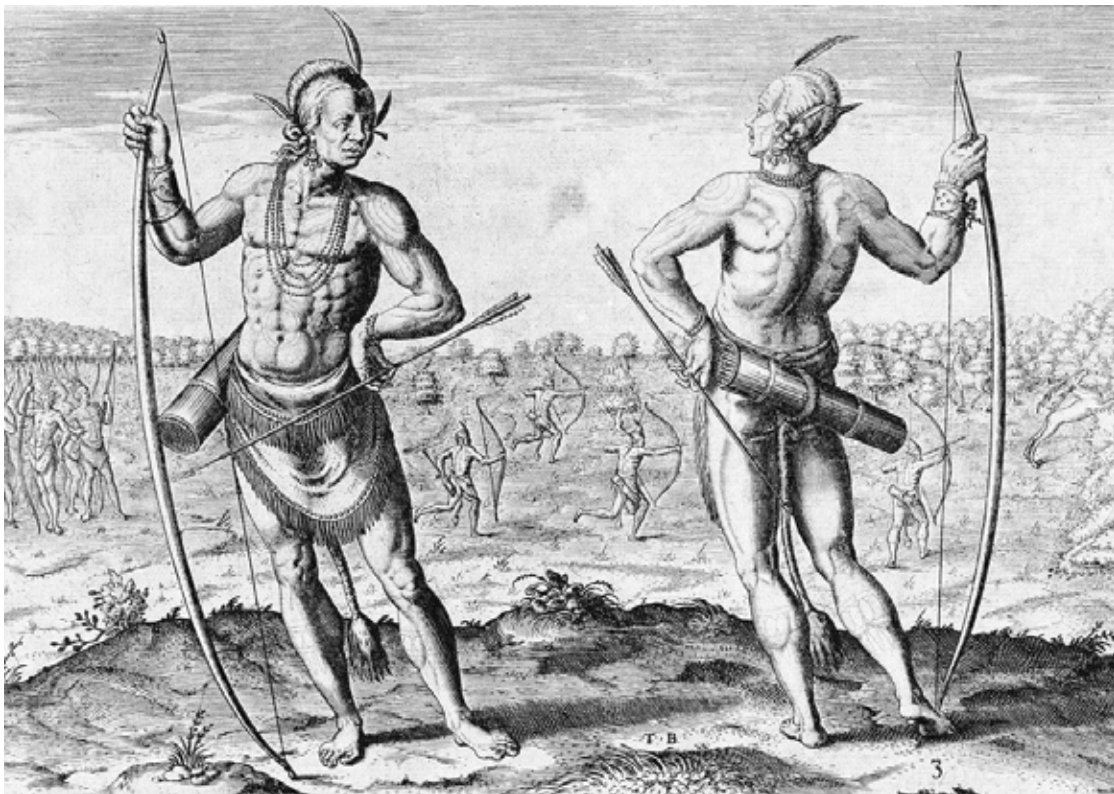
Historians have questioned the colonists’ decision to construct James Fort on a swampy peninsula, but its location largely matches the Virginia Company’s instructions. Despite specific directions to settle approximately one hundred miles inland—a distance from the coast intended to protect against attack from the ships of European enemies—Jamestown was only forty miles from the mouth of the river. But, it was a strategic location, on defensible high ground with excellent visibility both up and down the river. The river was also deep enough to permit anchoring the ships close to shore for easy access and quick departure, if necessary. Finally, the site was not occupied by Virginia Indians. In the early seventeenth century, the **Powhatan Indians** used the area for occasional hunting and fishing, but changing environmental conditions had made it uninhabitable year-round.

The first colonists were ill equipped for the difficult life that awaited them in Virginia. Jamestown was originally conceived of as an economic venture. The colonists were mostly middlemen, not farmers and laborers needed to support the colony. They counted on meeting native peoples willing to supply them with trade goods (furs and skins as well as valuable minerals such as gold, silver,

copper, and iron ore) from the interior of Virginia as well as food. The physical challenges of living in Jamestown also took their toll. The surrounding low, **marsh** area was infested with mosquitoes and other airborne pests, and the **brackish James River** was a poor source of drinking water. A variety of life-threatening illnesses, which may have included **dysentery**, **cholera**, and **malaria**, added to the misery. Many colonists died of disease and starvation. By the time a ship carrying supplies and 70 new colonists arrived at Jamestown in January 1608, the situation at James Fort was desperate. Only 38 of the original 104 colonists were still alive. A fire in the fort on January 7, 1608, caused even more misery.

In a renewed effort to save the colony and make it profitable, the Virginia Company changed its approach, moving away from a focus on trade and placing a new emphasis on establishing plantations. Such a dramatic shift required large numbers of colonists. The August 1609 arrival of more supply ships and approximately five hundred additional colonists enabled the colony to set out in this entirely new direction.

Relations between the colonists and the Powhatan Indians ranged from peaceful to hostile. Trade was beneficial to both cultures, with the Powhatan Indians receiving a variety of desirable trade goods, such as glass beads and iron tools, in exchange for food. As the number of colonists continued to grow, however, hostile encounters increased. In 1609, the Powhatan Indians laid **siege** to James Fort, cutting off the colonists' access to food sources. During the **Starving Time**, the winter of 1609–1610, the number of colonists dwindled from nearly four hundred to just sixty. In May 1610, Sir Thomas Gates arrived from **Bermuda** and established martial law, but, by June, even he was prepared to abandon Jamestown. The timely arrival of the new governor, Lord De La Warr, with supply ships, settlers, and substantial supplies, saved Jamestown.



A Weroan or Great Lorde of Virginia, engraved by Theodor de Bry, plate 3 in Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, London, England, 1590. From the collections of the Colonial Williamsburg Foundation.

Even with De La Warr's arrival, Jamestown continued to struggle. With no significant **commodities** to export to England, the colony's economic value to the Virginia Company was negligible. Only financial incentives, including a promise from King James I to give Virginia Company investors more land, kept the project alive.

Colonists began slowly settling beyond the confines of James Fort by 1616, establishing a series of agricultural plantations, or "hundreds." The fort was largely abandoned in favor of the "New Towne" that was growing outside the **palisade**. In 1614, **John Rolfe** raised Virginia's first commercial crop of tobacco, and, by 1617, it emerged as the colony's principal **cash crop**. Finally, Virginia began generating enough **profit** to ensure its economic survival and continued expansion.

By 1619, Jamestown had become an established port and the seat of government of an increasingly prosperous colony. Two important events also took place in 1619: the creation of the Virginia General Assembly as the first representative legislative assembly in British America and the arrival of a Dutch ship carrying the first Africans traded into servitude in North America. The following year, as part of the first organized effort to encourage the formation of families in Virginia, a group of approximately one hundred women arrived in Jamestown.

Though the colony appeared to be on its way to prosperity, tensions between the colonists and the Powhatan Indians were building. In 1622, having decided that diplomacy had failed, Chief **Powhatan's** younger brother **Opechancanough** led a massive uprising intended to force the English to abandon Virginia. Most of the settlements had no warning, and nearly four hundred of Virginia's approximately twelve hundred colonists were killed. Jamestown, however, received a warning and was spared. Trauma and sickness followed, and many outlying settlements were temporarily abandoned. As warfare with the Powhatan Indians continued, the colony's economy declined dramatically. In 1624, King James I revoked the Virginia Company **charter** and made Virginia a royal colony.

Despite periods of conflict with the Powhatan Indians and political unrest, the colony's continued existence was no longer in doubt. The English population grew steadily and spread up and down the Chesapeake Bay. The statehouse in Jamestown burned in 1698, and, rather than rebuilding the structure, the General Assembly voted to move the seat of government further inland to Middle Plantation, which was renamed Williamsburg.

JAMESTOWN REMEMBERED AND REDISCOVERED

After the Virginia government moved to Williamsburg, Jamestown's importance—and its population—declined rapidly. Abandoned buildings deteriorated and collapsed or were demolished. The urban buildings of Jamestown slowly disappeared and were replaced by plantation houses. By the 1750s, Jamestown Island was largely farmland.

By the late 1800s, the last significant visual reminder of Jamestown was the remains of a brick church tower. People widely believed that all physical evidence of James Fort had been washed into the James River as the shoreline eroded. Still, Virginians remembered Jamestown and commemorated its extraordinary place in American history with anniversary celebrations in 1807 and 1857.

In 1893, the **Association for the Preservation of Virginia Antiquities (APVA)** acquired 22.5 acres of Jamestown Island, including the old church tower. A short time later, an APVA-sponsored excavation revealed the brick foundations of the seventeenth-century church. By the early 1900s, the APVA's work and anticipation of the three hundredth anniversary renewed public interest in Jamestown and its place in American history. The anniversary celebration was the focal point of the 1907 **Jamestown Exposition** held near Norfolk, Virginia.

The National Park Service obtained the remaining fifteen hundred acres of Jamestown Island in 1934. Between 1934 and 1956, National Park Service archaeologists explored the remains of "New Towne" and continued the search for James Fort. The evidence uncovered by these excavations neither proved nor disproved the location of James Fort.

To mark the 350th anniversary of the founding of Jamestown, the Commonwealth of Virginia established Jamestown Festival Park (now called Jamestown Settlement) in 1957. The National Park Service conducted additional archaeological excavations, reconstructed the Jamestown glasshouse, and constructed a visitor center on Jamestown Island. The eight-month-long celebration drew over one million visitors, including Queen Elizabeth II.

In 1994, as part of preparations for the four hundredth anniversary in 2007, the APVA hired archaeologist Dr. William Kelso to conduct new excavations in a renewed attempt to locate any remains of James Fort. Meanwhile, the National Park Service contracted with the Colonial Williamsburg Foundation to reexamine New Towne. The archaeological evidence Kelso and his team have unearthed is changing the details of what we know about the history of James Fort. The National Park Service assessment gave historians a wealth of new information about the rest of Jamestown up to 1698.

THE SEARCH FOR JAMES FORT

The primary goals of the Jamestown Rediscovery project, led by Kelso, were to locate and uncover any remains of the original fort and, if found, to identify how the fort was constructed and to determine how Jamestown evolved from a defensive structure in 1607 to a town by 1624. The existing written records, though meager, did lead archaeologists to search for evidence of a triangular fort with a palisade and rounded **bulwarks** at each corner.

During the initial phase of the excavations, archaeologists discovered evidence suggesting that James Fort might yet be found. Further excavations near the old brick church tower located one corner of the original triangular fort—finally and emphatically disproving the theory that the entire James Fort site had eroded into the James River. The next question was whether remains of the rest of the fort had also survived.

The answer is a resounding “yes.” Over one million artifacts have been recovered, many dating to the earliest years of James Fort. The perimeter of the fort has been defined (only one corner of the fort has been lost to the river), and the remains of several buildings and wells, a palisade line attached to the fort, and the graves of several colonists have been carefully excavated. Kelso and his team not only found James Fort, but they have also challenged the traditional history of Jamestown.

The early colonists, who for decades were characterized as lazy, unmotivated gentlemen, did, in fact, make a dedicated effort to create a successful settlement, to make a profit for the Virginia Company of London, and to establish a permanent settlement in the Virginia wilderness. With its palisade protecting a series of warehouses, soldiers’ barracks, and workshops for tradesmen, James Fort originally functioned as a collection point for trade with the Virginia Indians. The archaeological artifacts, fragments of their everyday lives, tell more about the colonists’ experiences, attitudes, and efforts than do the written documents alone.

WHAT THE ARCHAEOLOGICAL EVIDENCE REVEALS

As noted, written documents alone do not tell a complete story. They must be interpreted and placed in the context with physical remains to obtain a more complete picture. Archaeologists use a variety of tools and techniques from several different disciplines to understand the past. For example, to learn more about what happened to the James Fort colonists during the Starving Time, archaeologists used **dendrochronology** to determine how climate may have had an impact on the colony.

Tree ring evidence indicates that southeast Virginia suffered a severe drought from 1606 to 1613. The drought peaked during what historians now call the Starving Time during the winter of 1609–1610. Such a drought would have resulted in poor crop harvests for the colonists and the Powhatan Indians. If the Powhatan Indians’ food supplies were low, they may not have had enough to share with the colonists. The drought also would have created an increasingly brackish, unhealthy water supply. Jamestown Island had no freshwater springs, forcing colonists to draw water directly from

the James River. Though the river water may have been **potable** in 1607, by 1609 it may have been unsafe to drink because of drought-induced saltwater incursion from the Chesapeake Bay.

Written records indicate that food supplies were exhausted at James Fort, forcing the colonists to eat virtually anything they could find to survive. The archaeological evidence for these meals — horse, dog, cat, rat, mouse, and snake bones — supports this part of the Jamestown story.

Archaeological evidence confirms the colonists' relationship with the Virginia Indians. Arrow and knife points have been recovered within the boundaries of the fort. Some of these artifacts may have been the result of the many Virginia Indian raids. Other artifacts may have been the product of trade or coexistence within its boundaries.

Archaeology has proven that buildings in James Fort were made of sticks and clay, a construction technique known as “mud and stud.” This simple, quick method of building reinforces the view that the colonists directed most of their efforts towards making a profit. The strong presence of Roman Catholic artifacts has also raised the question as to whether there may have been more religious tolerance in Jamestown than historians had previously believed.

Today, we recognize the names of **John Smith**, **Pocahontas**, Chief Powhatan, and John Rolfe, but thousands of unknown colonists lived, worked, and struggled in Jamestown. Though we may not know their names or read their stories in the written records, the artifacts they left behind reveal significant details about their everyday lives. The archaeology of James Fort—and the nearly one million artifacts it has unearthed—is reshaping, and will continue to reshape, our understanding of life in early Jamestown.



An artist's conception of James Fort based on archaeological evidence. Courtesy of APVA Preservation Virginia.



Glossary

archaeology—the study of people in the past based on the objects that remain when they are gone.

artifact(s)—an object made or used by humans.

artillery—large mounted guns, such as cannons, and the associated equipment.

Association for the Preservation of Virginia Antiquities (APVA)—an organization founded in 1889 dedicated to preserving Virginia’s historic structures, landscapes, collections, and archaeological sites.

Bermuda—island in the Atlantic Ocean approximately six hundred miles east-southeast of present-day Cape Hatteras, North Carolina.

brackish—a mix of fresh and salt water.

bulwarks—substantial defensive works of earth or other material.

cash crop—an agricultural product, such as tobacco, produced primarily to generate income.

casks—barrel-shaped wooden containers used for storage.

charter—a government grant or guarantee of rights, franchises, or privileges; the written document granting such a guarantee.

Chesapeake Bay—bordered by Virginia on the south and by Maryland on the north, the largest inlet on the Atlantic coastal plain of the eastern United States.

cholera—an often-fatal bacterial disease usually contracted by consuming infected food or water. It is characterized by vomiting and severe diarrhea with pain and spasms of the abdominal muscles.

commodities—marketable goods; agricultural, mining, or manufactured products.

dendrochronology—the study of the annual growth rings in trees, wood, or wooden objects, especially as a way of dating or determining past climatic conditions.

dysentery—a bacterial or amoebic disease usually contracted by consuming infected food or water. Symptoms include severe diarrhea, abdominal cramps, and fever. If the contracted case is severe enough or the patient is weak, it can be fatal.

famine—an extreme scarcity of food; group starvation.

features—in archaeology, physical evidence of a past event or human activity.

fluxes—dysenteries; diarrheas.

historical archaeology—a specialized subdiscipline within the field of archaeology. Historical archaeologists examine not only artifacts and sites but also the documents written about the people and places being studied.

James River—a 430-mile-long river with its source near the western Virginia border, west of the Blue Ridge Mountains. It empties into the Chesapeake Bay at Hampton Roads.

Jamestown Exposition (1907)—one of the many world's fairs and expositions that were popular in the United States in the early twentieth century. Held from April 26 to December 1, 1907, near Norfolk, Virginia, the exposition commemorated the three hundredth anniversary of the founding of Jamestown.

malaria—a parasitic disease originating in tropical climates and spread by certain mosquitoes (the anopheles) that is characterized by recurrent chills and fever. Depending on the strain of malaria contracted and access to medicine (cinchona bark, known today as quinine), it can be fatal.

marsh—an area of low-lying land often flooded in wet weather and usually waterlogged throughout the year.

musket—a smoothbore gun.

navigable—water deep enough and wide enough to allow the passage of ships.

Opechancanough (ca. 1546–1644)—Chief Powhatan's youngest brother who succeeded Opitchapam as paramount chief of the Powhatan Indians in 1630. Having decided that diplomacy had failed, Opechancanough led two surprise attacks in 1622 and 1644 in his attempts to force the English to abandon Virginia.

palisade—a series of strong, pointed, wooden stakes or logs placed close in a row and fixed deeply in the ground to create a defensive barrier.

pickax—a tool with a long handle set at right angles to a curved metal head with a point at one end; used to break up hard ground and to split rock. Jamestown colonists were supplied with pickaxes for possible use in mining profitable minerals such as gold, silver, and copper.

Pocahontas (ca. 1595–1617)—a favorite daughter of Paramount Chief Powhatan, Pocahontas was a frequent visitor to James Fort from the earliest days and was an important emissary for her father. John Smith credited her with saving his life after his capture by Opechancanough in late 1607. Pocahontas was also known as Matoaka, but, after her baptism and marriage to Englishman John Rolfe, her name was changed to Rebecca Rolfe.



Pocahontas, from John Smith, *Generall Historie of Virginia, New-England, and the Summer Isles*, London, England, 1632, facing page 1. From the collections of the Colonial Williamsburg Foundation.



Detail from the map "Virginia," from John Smith, *Generall Historie of Virginia, New-England, and the Summer Isles*, London, England, 1632, following page 40. From the collections of the Colonial Williamsburg Foundation.

siege—a French word meaning "a sitting down." Unlike a pitched battle, a siege is a long-term military engagement against a fortified place during which attackers attempt to surround and isolate the forces defending a position (such as a fort or town) and cause them to surrender.

John Smith (ca. 1580–1631)—English explorer and colonist who helped establish Jamestown, Virginia, as the first permanent English settlement in North America. He explored the entire Chesapeake Bay region, documenting its geography, topography, people, and natural history.

Detail from the map "New England," from John Smith, *Generall Historie of Virginia, New-England, and the Summer Isles*, London, England, 1632, following page 202. From the collections of the Colonial Williamsburg Foundation.

potable—drinkable.

Powhatan (ca. 1550–1618)—the paramount chief, or head, of the Powhatan chiefdom and father of Pocahontas. Also known as Wahunsonacock.

Powhatan Indians—a group of about thirty Algonquian-speaking Virginia Indian tribes with ruling chiefs who lived in settlements along the rivers of Tidewater Virginia at the time the English settled Jamestown in 1607. Today, there are seven state-recognized Powhatan tribes in Virginia: Chickahominy, Eastern Chickahominy, Mattaponi, Nansemond, Pamunkey, Rappahannock, and Upper Mattaponi.

profit—financial gain.

provisions—food and supplies.

Roanoke Island—an island of the Outer Banks that lies between the mainland and the barrier islands of present-day North Carolina. England's first attempted colony in North America was on Roanoke.

John Rolfe (1585–1622)—English colonist in Virginia who introduced the cultivation of tobacco, which became Virginia's cash crop. In 1614, he married Pocahontas.



Starving Time—the winter of 1609–1610 in James Fort, when food supplies were exhausted and the colonists were forced to eat anything, including horses, dogs, cats, rats, mice, snakes, and even shoe leather, to survive.

sturgeon—any of a family of large, primitive fish having a tapering snout and an elongated body protected by longitudinal rows of bony plates. They are highly valued for both their flesh and their eggs.

Tidewater—the geographical area southeast of Richmond, Virginia; in its generic sense, “tidewater” is water affected by the ebb and flow of the tide.

triangle-wise—in the manner or form of a triangle.

Virginia Company of London—a stock company organized to explore and settle Virginia. Stock shares were sold to finance the 1607 expedition as well as subsequent expeditions that resulted in the first English settlement in North America at Jamestown, Virginia. The company was disbanded in 1624.



The Virginia Company of London seal.

Time Line of Events

ca. 1200	Permanent, thriving American Indian villages are well established throughout Virginia.
1565	The Spanish settle St. Augustine, in present-day Florida. It is the first permanent European community in North America.
1570–1572	Spanish Jesuits attempt to establish a mission near present-day Yorktown, Virginia.
1585–1591	Under the leadership of Sir Walter Raleigh, England makes two attempts to create a permanent colony on Roanoke Island, off the coast of present-day North Carolina. Both attempts fail.
1606	
April	King James I grants a charter to the Virginia Company of London.
December 20	The first Virginia Company expedition, comprised of the ships <i>Godspeed</i> , <i>Discovery</i> , and <i>Susan Constant</i> , departs England for Virginia.
1607	
mid-May	One hundred four English men and boys arrive in Virginia and establish the first permanent English settlement in North America.
June	James Fort is completed.
1608	
January 7	Shortly after the arrival of 80 new colonists, a fire destroys many buildings in James Fort. The church and most of the colony's provisions , including the newly arrived food supplies, are destroyed. The situation at James Fort is desperate, with only 38 of the original 104 colonists still alive.
October	A ship carrying supplies and 70 new colonists, including the first women, Anne Burras and Mistress Forrest, arrives at Jamestown.
1609	In May, King James I issues a second charter to the Virginia Company. Nine ships carrying supplies and five hundred colonists depart England for Virginia. In late July, a hurricane sinks one ship and wrecks the flagship on a reef off Bermuda. The seven remaining vessels arrive at Jamestown in August.
Winter 1609–1610	The Starving Time reduces James Fort's population to approximately sixty colonists.
1610	
May 23	Survivors of the Bermuda wreck arrive at Jamestown.

- June 7** Conditions at James Fort continue to deteriorate. The remaining colonists board a ship and depart for England, abandoning the colony. They encounter Lord De La Warr and his supply ships at Mulberry Island on June 8 and return to Jamestown three days later.
- 1612** The Virginia Company is granted its third charter.
- 1613**
April Pocahontas is captured near the Potomac River. Fighting between the Virginia Indians and the English ends, and negotiations begin. A seven-year period of relative peace between the English and the Powhatan Indians follows.
- 1614** Pocahontas marries John Rolfe.
- John Rolfe raises Virginia's first commercial tobacco crop. Tobacco soon becomes the export crop that makes Virginia a wealthy colony.
- 1617** Pocahontas dies in England.
- Virginia exports approximately forty thousand pounds of tobacco.
- 1618** Chief Powhatan dies. Leadership of the Powhatan chiefdom passes to the weak Opitchapam, but Powhatan's youngest brother, Opechancanough, is already the effective leader.
- 1619** The first representative legislative assembly in British North America meets in Jamestown.
- More than 20 Africans are traded from a Portuguese slave ship. Historical evidence suggests they were treated as indentured servants rather than as slaves.
- 1620**
November English pilgrims land at present-day Plymouth, Massachusetts.
- Approximately one hundred women arrive in Jamestown.
- 1622**
March Opechancanough leads an attack on English settlements throughout **Tidewater** Virginia. Nearly four hundred of the approximately twelve hundred colonists are killed in one day. The English retaliate, and conflict with the Virginia Indians continues for the next ten years.
- Winter**
1622–1623 Because of a poor harvest, the colonists take food from the Virginia Indians by trade, or by force. The colony experiences a second "starving time."
- 1624** The Virginia Company charter is revoked, and Virginia becomes a royal colony.
- 1630** Opechancanough assumes formal leadership of the Powhatan chiefdom.

1639	Virginia exports approximately one and a half million pounds of tobacco.
1639–1644	A brick church is constructed at Jamestown.
1644	Opechancanough launches another attack on English settlements. Approximately four hundred English settlers are killed.
1662	The Town Building Act triggers extensive development in Jamestown.
1669	The English population in Virginia reaches approximately forty thousand.
1676	A group of rebels led by Nathaniel Bacon protests the decisions of Governor Berkeley and burns Jamestown.
1677–1698	Jamestown is substantially rebuilt.
1698	Jamestown's statehouse burns.
1699	The capital of Virginia is moved to Williamsburg. The buildings in Jamestown gradually disappear. By the 1750s, Jamestown Island is largely farmland.
1807	The Jamestown bicentennial is celebrated at Jamestown.
1861	Confederate forces construct earthworks on Jamestown Island and discover seventeenth-century armor and other artifacts.
1889	The Association for the Preservation of Virginia Antiquities (APVA), the oldest statewide preservation organization in the nation, is founded in Richmond, Virginia.
1893	The APVA acquires 22.5 acres on Jamestown Island. The property includes the remains of the seventeenth-century brick church tower and the site of James Fort.
1897	The APVA explores the Jamestown church foundations.
1901–1902	The Jamestown church and cemetery are excavated. The U.S. Army Corps of Engineers constructs a concrete seawall to prevent further erosion of the riverbank at Jamestown.
1903	Samuel H. Yonge, the U.S. Army Corps of Engineers officer who supervised construction of the Jamestown seawall, locates the foundations of the statehouse complex.
1907	As part of the Jamestown three hundredth anniversary celebration, the Jamestown Exposition is held near Norfolk, Virginia.

- 1934–1936** The federal government acquires the remaining fifteen hundred acres of Jamestown Island not owned by the APVA. National Park Service archaeologists begin excavations to uncover the remains of the seventeenth-century settlement.
- 1937** J. C. Harrington begins work on Jamestown Island and establishes the site as a pioneering effort in historical archaeology.
- 1954** After being suspended during World War II, archaeological excavations by the National Park Service are resumed, concluding in time for the 1957 Jamestown anniversary celebration.
- 1957** To mark the 350th anniversary of the founding of Jamestown, the Commonwealth of Virginia establishes Jamestown Festival Park (now Jamestown Settlement). The National Park Service reconstructs the Jamestown glasshouse and constructs a visitor center on Jamestown Island. The APVA erects the Memorial Cross.
- Events for the Jamestown 350th anniversary are extensive, lasting eight months and drawing over one million visitors, including Queen Elizabeth II of Great Britain. A copy of the Magna Carta is loaned for the exhibition.



The Virginia Company of London instructed the Jamestown colonists to “find out a safe port in the entrance of some navigable river.” They selected a defensible location on an island in the James River approximately forty miles from the mouth of the Chesapeake Bay. The arrow indicates the site of the archaeological remains of James Fort.

- 1985** In a *Virginia Magazine of History and Biography* article, Virginia Harrington states that the area between the old church tower and the James River is the most likely location in which to find the remains of James Fort.
- 1992–1996** In preparation for the four hundredth anniversary of the founding of Jamestown, the National Park Service launches a five-year assessment of the archaeological resources at Historic Jamestowne. The goal of the cooperative agreement between the Colonial Williamsburg Foundation, the College of William and Mary, and the Virginia Institute of Marine Science is to document previously unknown archaeological **features** and to develop a revised understanding of the human history of the island.
- 1994–present** The Jamestown Rediscovery project, initiated by the APVA, seeks archaeological evidence of the 1607 James Fort. Over one million artifacts are recovered, many of them dating to the earliest years of James Fort.
- 1996** Jamestown Rediscovery archaeologists officially announce that James Fort has been located.
- 2005** After twelve years of excavating, archaeologists discover the remains of the north corner of James Fort, the final undiscovered portion of the original 1607 fort's walls.
- 2006** The APVA opens the new Archaearium at Historic Jamestowne. The museum is dedicated to interpreting Jamestown Rediscovery project findings and the new knowledge of James Fort.
- 2007** The four hundredth anniversary of the founding of Jamestown is commemorated across the Commonwealth of Virginia. Ongoing programming and special events are held at Historic Jamestowne and Jamestown Settlement.



A Jamestown Rediscovery archaeologist removes clay that was originally tamped around the upright posts of the fort palisade, leaving a perfect soil cast of the base of each side-by-side timber. Courtesy of APVA Preservation Virginia.



LESSON ONE

Settling Jamestown

INTRODUCTION

The Virginia Company of London formulated specific instructions for the “captains and company” intending to settle in Virginia. The Jamestown colonists did their best to carry out those expectations, but establishing a permanent colony in Virginia turned out to be far more difficult than anticipated. In this lesson, students will review the Virginia Company’s instructions for colonists settling in Virginia, identify the challenges and conditions the colonists encountered, and describe what life was like in early Jamestown.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Read and analyze primary sources.
2. Analyze the Virginia Company’s instructions to the Jamestown colonists.
3. Identify the challenges and conditions the colonists encountered while establishing Jamestown.
4. Describe what life was like in early Jamestown.

STANDARDS OF LEARNING

This lesson meets the National Standards of Learning in the areas of historical comprehension, historical analysis, decision making, and consideration of multiple perspectives.

MATERIALS

Excerpt from “Instructions Given by Way of Advice . . . for the Intended Voyage to Virginia”
 Primary Source Quotations: What Actually Happened in Jamestown
 Graphic Organizer: What Actually Happened in Jamestown
 Survivor . . . or Not! Cards
 Engraving: *Town of Secota* [for use in Lesson Extension Two]

STRATEGY

1. Divide the class into two groups. Give each student in group one the Excerpt from “Instructions Given by Way of Advice . . . for the Intended Voyage to Virginia” and the Graphic Organizer: What Actually Happened in Jamestown. Give each student in group two Primary Source Quotations: What Actually Happened in Jamestown and the Graphic Organizer: What Actually Happened in Jamestown.

Group 1—Have students analyze the “Instructions Given by Way of Advice . . . for the Intended Voyage to Virginia” and identify the Virginia Company’s directions regarding food and water, shelter, protection, making a profit, and relations with the Virginia Indians. Have students record this information in the “Virginia Company Instructions” column of their graphic organizers.

Group 2—Have students analyze the Primary Source Quotations: What Actually Happened in Jamestown to determine historical facts regarding food and water, shelter, protection, making a profit, and relations with the Virginia Indians. Have students record this information in the “What Actually Happened” column of their graphic organizers.

[**Note:** For ease of comprehension, seventeenth-century spellings in the readings have been updated, and some terms have been replaced with more familiar words.]

2. Display a transparency of the Graphic Organizer: What Actually Happened in Jamestown. Have students who analyzed the Excerpt from “Instructions Given by Way of Advice . . . for the Intended Voyage to Virginia” share their findings with the class. Record students’ responses in the “Virginia Company Instructions” column of the transparency. [**Note to teacher:** Students should also add the same information to complete their graphic organizers.] Repeat the same process with the students who analyzed the Primary Source Quotations: What Actually Happened in Jamestown.
3. Conduct a summary class discussion in which students respond to the following questions:
 - Which Virginia Company instructions were the colonists able to carry out? Which instructions were they not able to follow? Explain.
 - What challenges did the Jamestown colonists face?
 - How did those challenges affect the colonists’ ability to meet the Virginia Company’s expectations?
 - Based on what you now know about the first years of the Jamestown settlement, what do you think everyday life was like? Explain.
4. Have students stand to participate in a quick demonstration. Explain that they represent the original 104 colonists who arrived in Virginia in 1607. Life was very difficult, with colonists facing many dangers and challenges. Give each student a Survivor . . . or Not! card. Have all of the students who are holding cards indicating they “died” take a seat. Give students a moment to realize just how few of them are still “alive.”

Highlight the high mortality rate by explaining that, of the 104 men and boys who arrived in Virginia in 1607, 66 (2 out of every 3) did not survive the first year. By the fall of 1609, new colonists gradually increased the population to nearly 500. Just when the situation seemed to improve, the Starving Time (the winter of 1609–1610) brought more death and devastation. By the spring of 1610, only 60 (roughly 1 out of every 10) of the 500 Jamestown colonists remained alive. Ninety percent of the colonists had died in just a few months!

As a class, discuss the impact on the colony of losing so many colonists so quickly.

5. Conduct a class discussion in which students answer the following questions:
 - Why is it important to learn about Jamestown?
 - What challenges did the Jamestown colonists overcome?
 - What helped the colonists survive?
6. Prepare students for the next lesson by asking the following questions:
 - How do you think historical archaeologists know about the history of Jamestown in the early 1600s?

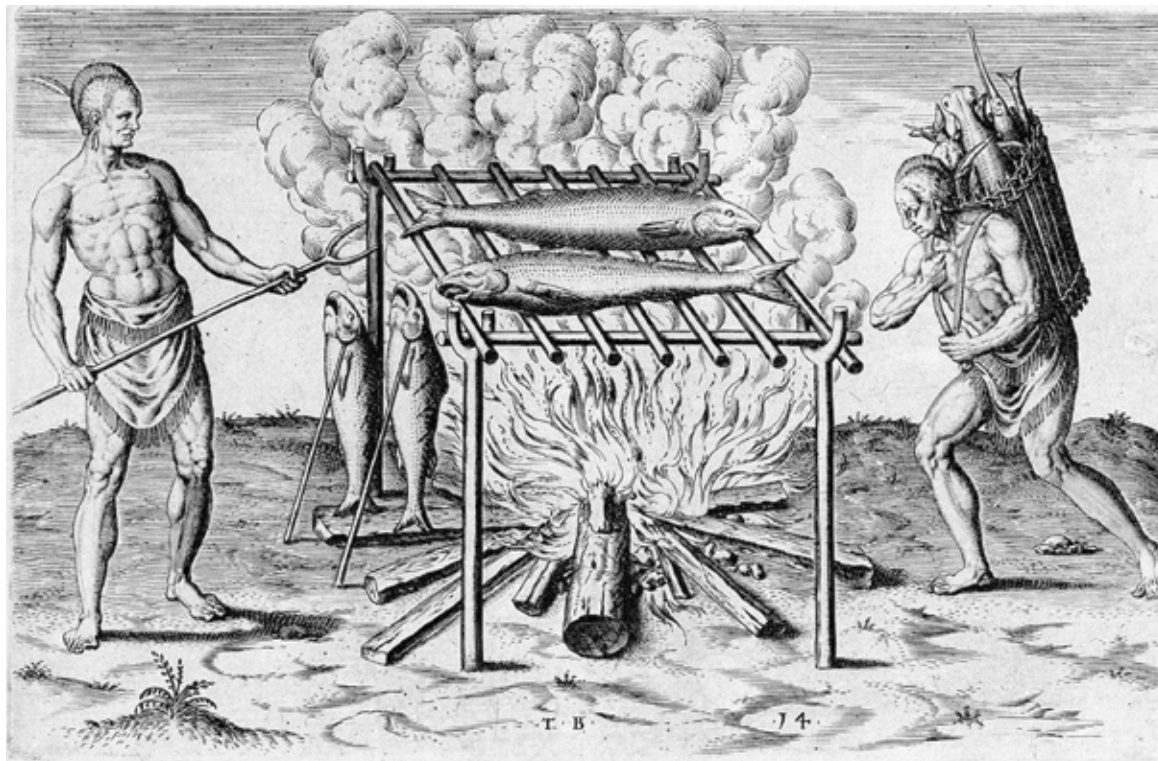
- What kinds of artifacts might archaeologists discover during an excavation of the James Fort site? What could those artifacts tell us about life in early Jamestown?

LESSON EXTENSION ONE

Have students, individually or in pairs, review the information gleaned from the Excerpt from “Instructions Given by Way of Advice . . . for the Intended Voyage to Virginia.” Have students create a Virginia Company recruiting brochure or poster based on the Virginia Company’s expectations and directions for the Jamestown settlement. Each brochure or poster should include a catchy headline, drawings of the Virginia landscape, specific details about five or more of the Virginia Company’s expectations for settlement in Virginia, and information encouraging people to make the journey to Virginia. Remind students that they are trying to convince people to join the company, so persuasive language is important!

LESSON EXTENSION TWO

Explain to students that when European colonists first arrived in North America, indigenous peoples had been well established throughout the East Coast for thousands of years. Give students a copy of the engraving *Town of Secota* and have them carefully examine it to find details about how the American Indians may have lived at the time Jamestown was settled in 1607. Have students write several diary entries from the perspective of an English colonist who just visited a similar village. The entries should describe how the village is structured, how the houses are constructed, how food is acquired, and so on. [Note to teacher: The letters on the engraving correspond to descriptions. For reference, please go to <http://www.history.org/history/teaching/enewsletter/volume3/november04/iotm.cfm>]



The Browyllinge of Their Fische over the Flame, engraved by Theodor de Bry, plate 14 in Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, London, England, 1590. From the collections of the Colonial Williamsburg Foundation.

EXCERPT FROM “INSTRUCTIONS GIVEN BY WAY OF ADVICE . . . FOR THE INTENDED VOYAGE TO VIRGINIA”

Written by the Council of Virginia in London under the authority of the Virginia Company.

[**Note:** For ease of comprehension, seventeenth-century spellings have been updated, and some terms have been replaced with more familiar words.]

Instructions given by way of advice by us whom it hath pleased the King’s Majesty to appoint of the council for the intended voyage to Virginia, to be observed by those Captains and company which are sent at this present to [settle] there. . . .

When it shall please God to send you on the coast of Virginia, you shall do your best . . . to find out a safe port in the entrance of some **navigable** river, making choice of such a one as runs furthest into the land. . . .

When you have made choice of the river on which you mean to settle, be not hasty in landing your [food and ammunition], but first let Captain Newport discover how far that river may be found navigable, that you [may select] the strongest, most fertile and wholesome place; for if you make many [moves], besides the loss of time, you shall greatly spoil your [food] and [damage] your **casks**, and with great pain transport it in small boats.

But if you choose your place so far up [river] as a [ship] of fifty tons will [float], then you may lay all your provisions ashore with ease, and the better receive the trade of all the countries about you in the land. . . . The further up [river] the better. For if you sit down near the entrance, except it be in some island that is strong by nature, an enemy that may approach you on even ground, may easily pull you out. And if [the enemy] be driven to seek you a hundred miles [inland] with boats, you shall from both sides of the river . . . so beat them with your **muskets** as they shall never be able to prevail against you. . . .

When you have discovered as far up the river as you mean to [settle] yourselves, and landed your [food and ammunition] . . . you shall do well to divide your . . . men into three parts: whereof one [group] of them you may appoint to fortify and build, of which your first work must be your storehouse for [food]; [a second group] you may employ in preparing your ground and sowing your [seeds] and roots; [the remaining group] you must leave as [guards] at the [river’s] mouth.

The other forty [men] you may employ for two months [exploring on] the river above you, and on the country about you. . . . When they do [discover] any high lands or hills . . . take twenty of the company to cross over the lands, and carrying a half dozen **pickaxes** to try [to] find any minerals. The other twenty [men] may go on by river. . . .

In all your passages you must have great care not to offend the [Virginia Indians], if you can [avoid] it; and employ some few of your company to trade with them for corn and all other lasting [food] if [they] have any: and this you must do before that they perceive you mean to [settle] among them; for not being sure how your own seed corn will prosper the first year, to avoid the danger of **famine**, use and endeavor to store yourselves of the country corn. . . .

You must take special care that you choose a seat for [settlement] that shall not [have too many] woods near your town: for all the men you have, shall not be able to [clear] twenty acres [of land] a year; besides that it may serve [as cover] for your enemies round about.

Neither must you [settle] in a low or moist place, because it will prove unhealthful. You shall judge of the good air by the [Virginia Indians] . . . if [they are] strong and clean made, it is a true sign of a wholesome soil. . . .

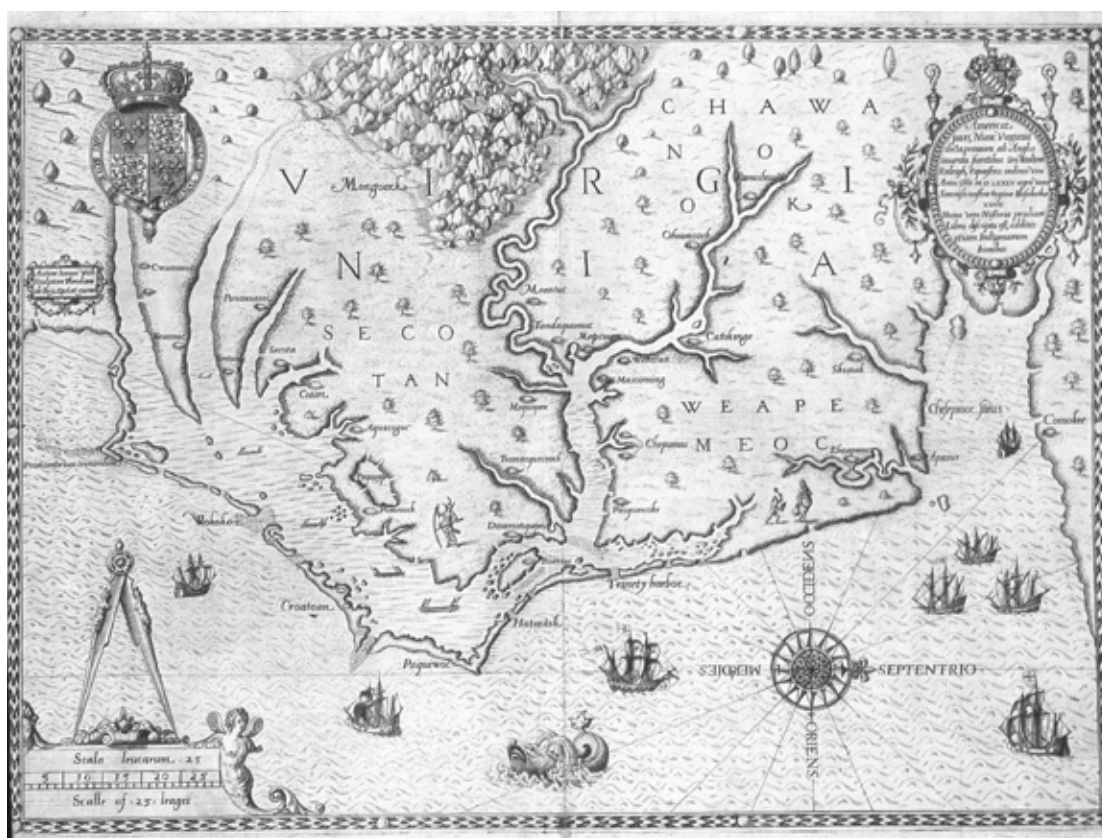
It [is] necessary that all your carpenters and other such like workmen . . . first build your storehouse and those other rooms of public and necessary use before any house be set up for any private

person: and though the workmen may belong to any private persons yet let them all work together first for the company and then for private men.

[It is recommended that you set] your houses even and by a line, that your streets may have a good [width], and be carried square about your market place, and every street's end opening into it; that from [there], with a few [cannon], you may command every street throughout. . . .

You shall do well to send a perfect relation by Captain Newport of all that is done, what height you are seated, how far into the land, what commodities you find, what soil, woods and their several kinds, and so of all other things.

Excerpted from Edward Wright Haile, ed., *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony, the First Decade, 1607–1617* (Champlain, Va.: Round House, 1998), pp. 19–22.



Americae pars, Nunc Virginia, engraved by Theodor de Bry. Originally found in De Bry, *Grand Voyages*, part 1, Frankfurt, Germany, 1590. From the collections of the Colonial Williamsburg Foundation.

PRIMARY SOURCE QUOTATIONS

WHAT ACTUALLY HAPPENED IN JAMESTOWN

[**Note:** For ease of comprehension, seventeenth-century spellings have been updated, and some terms have been replaced with more familiar words.]



The fifteenth day of June, we had built and finished our fort, which was **triangle-wise**, having three bulwarks, at every corner like a half moon, and four or five pieces of **artillery** mounted in them; we had made ourselves sufficiently strong.

George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606," as quoted in Edward Wright Haile, ed., *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony, the First Decade, 1607–1617* (Champlain, Va.: Round House, 1998), p. 98.



Our men were destroyed with cruel diseases, as swellings, **fluxes**, burning fevers, and by wars, and some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign country in such misery as we were in this new-discovered Virginia. . . . Our food was but a small can of barley sod in water to five men a day; our drink cold water taken out of the river, which was at a flood very salt[y], at a low tide full of slime and filth, which was the destruction of many of our men.

George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606," as quoted in Haile, pp. 99–100.



There came above 200 of [the Virginia Indians] with their king, and gave a very furious assault to our fort. . . . They hurt . . . 11 men, whereof one died after—and killed a boy. . . . We killed [several] of them.

Gabriel Archer, "A Relation of the Discovery of Our River from James Fort into the Main, Made by Captain Christopher Newport," as quoted in Haile, p. 115.



The main river abounds with **sturgeon** very large . . . and exceeding good fish of diverse kinds; and in the large sounds near the sea are multitudes of fish, banks of oysters, and many great crabs. . . . [The land] is generally [covered] with wood of all kinds . . . being fit for any use whatsoever. . . . The commodities of this country . . . [are] not much to be regarded, the inhabitants having no [trade] with any nation, no respect of profit.

Gabriel Archer, "The Description of the Now-Discovered River and Country of Virginia," as quoted in Haile, pp. 119–120.

[We] trade with [the Virginia Indians] in wheat and provisions. They attach great value to copper. . . . [Powhatan] has sent us some of his people, that they may teach us how to sow the grain of this country and to make certain tools with which they are going to fish.

Frances Perkins, Letter from Jamestown to a Friend, 28 March 1608, as quoted in Haile, p. 134.



For many were the [Virginia Indian attacks] . . . and our men by their disorderly straggling were often hurt. . . . What toil we had with so [few men] to guard our workmen adays, watch all night, resist our enemies, and [do our work to reload] the ships, cut down trees, and prepare ground to plant our corn, etc.

John Smith, *The General History of Virginia, New-England, and the Summer Isles*, as quoted in Haile, p. 225.



[The Virginia Indians denied] not only the 400 baskets of corn they promised but any trade at all, [saying] they had [eaten] most they had and were commanded by Powhatan to keep [the rest]. . . . [As a show of force and firing] our muskets they all fled. . . . The first house we came to we set on fire; [after which] they desired we would make no more spoil and they would give us half [of the corn] they had. . . . For sparing them this year, they promised to plant [corn] purposely for us; and so loading our boats with 100 bushels, we parted friends and we returned to James town.

John Smith, *The General History of Virginia, New-England, and the Summer Isles*, as quoted in Haile, p. 293.



In searching our casked corn we found it half rotten and the rest so consumed with so many thousands of rats that increased so fast . . . we knew not how to keep that little we had.

John Smith, *The General History of Virginia, New-England, and the Summer Isles*, as quoted in Haile, p. 319.



And thus enclosed . . . with a palisade of [half or quarter logs] and strong posts, four foot deep in the ground . . . the fort is called, in honor of His Majesty's name, James Town. . . . The houses first [built] were all burnt by . . . fire the beginning of the second year. . . . [Our] fort . . . is in marsh ground, low, flat to the river, and hath no fresh water springs serving the town but what we drew from a well . . . fed by the brackish water oozing into it; from whence I verily believe . . . proceeded many diseases and sicknesses which have happened to our people.

William Strachey, "A True Reportory of the Wrack and Redemption of Sir Thomas Gates . . . His Coming to Virginia, and the Estate of the Colony Then, and After . . . July 15, 1610," as quoted in Haile, pp. 429–431.

Mines of gold and silver, have been looked for and this still goes on, but none have yet been found. The [Virginia] Indians bring them none of those metals.

"Report of the Voyages to the Indies as Far as Virginia . . . in Behalf of the Alcade Don Diego de Molino . . . 13 November, 1611," as quoted in Haile, p. 540.



[The Virginia Indians] say that at the headwaters of the rivers, after they have come forth from the mountains, there is a great quantity of grains of silver and gold. But as they do not attach any value to them, but only to copper, which they esteem very highly, they do not collect them. . . . [The colonists] have not yet had any profit from the mines.

Don Diego de Molina, Letter to Don Alonso de Velasco, 28 May 1613, as quoted in Haile, p. 747.



How he shall carye the peece . . ., plate 4 in Jacob de Gheyn, *The Exercise of Armes for Caliuers, Muskettes, and Pikes*, The Hague, Netherlands, 1607. Facsimile reprint with an introduction and captions by J. B. Kist. Mineola, NY: Dover, 1999.

Graphic Organizer: What Actually Happened in Jamestown

Topic	Virginia Company Instructions	What Actually Happened
food and water		
shelter		
protection		
making a profit		
relations with the Virginia Indians		

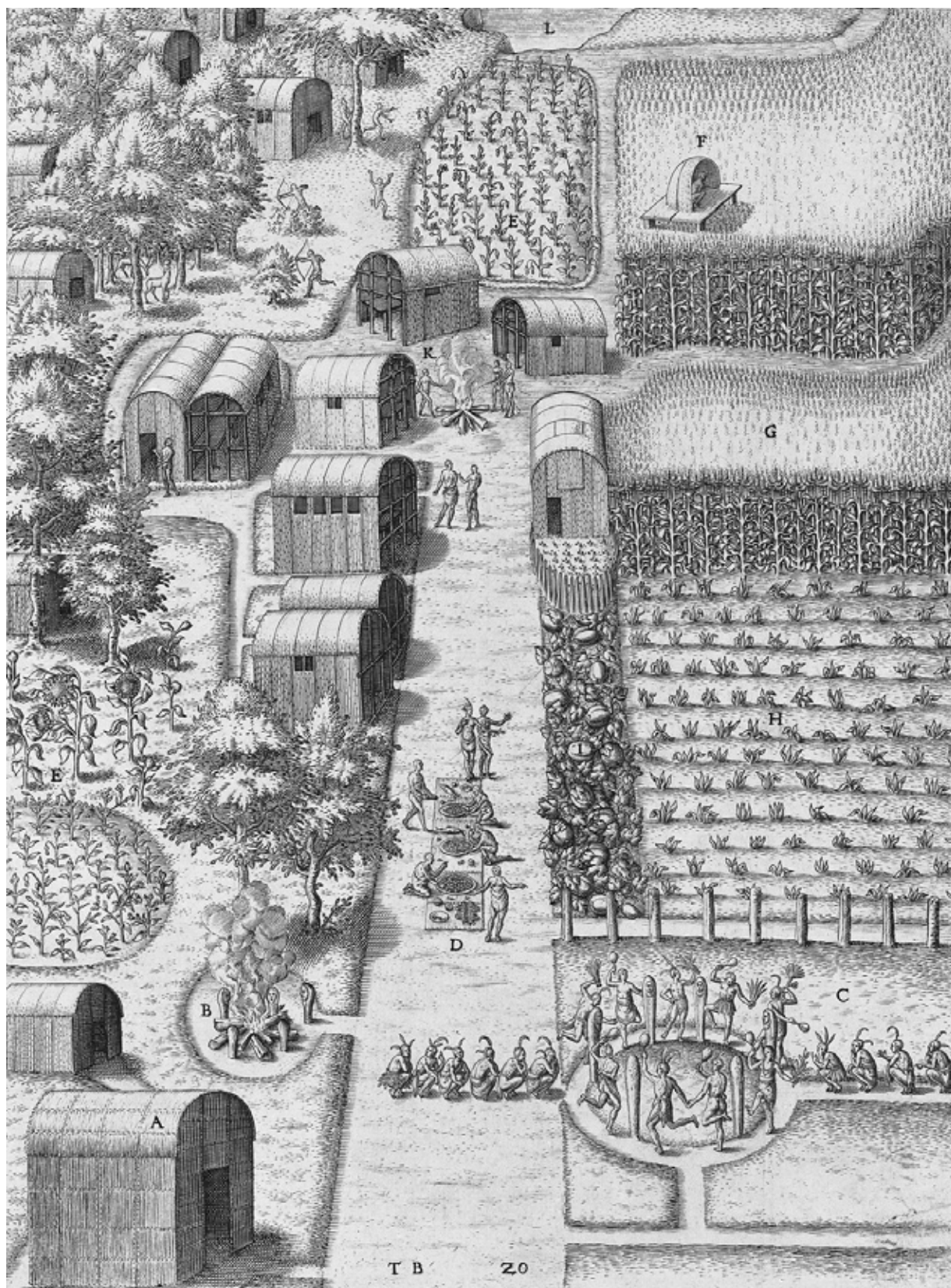
SURVIVOR . . . OR NOT! CARDS

[**Important note to teacher:** To ensure the historical accuracy and desired impact of this step of the lesson, please make certain that the “survivor” cards constitute *no more than* one-third of the total number of cards distributed to students.]

You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!
You die from starvation!	You are a survivor!

You die from starvation!	You are a survivor!
You die from drinking brackish water!	You are a survivor!
You die from drinking brackish water!	You are a survivor!
You die from malaria!	You die from malaria!
You die from dysentery!	You die from dysentery!
You die from dysentery!	You die from a violent fever!
You die from a violent fever!	You die from wounds suffered while raiding a neighboring Powhatan Indian settlement!
You die from wounds suffered while raiding a neighboring Powhatan Indian settlement!	You die from wounds suffered while raiding a neighboring Powhatan Indian settlement!

ENGRAVING: TOWN OF SECOTA



Town of Secota, engraved by Theodor de Bry, plate 20 in Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, London, England, 1590. From the collections of the Colonial Williamsburg Foundation.



LESSON TWO

Interactions between English Colonists and Virginia Indians

INTRODUCTION

By the time English colonists first arrived in Virginia, the region had been occupied by indigenous peoples for thousands of years. Interactions between the colonists and the Virginia Indians varied, ranging from peaceful to hostile. Much of what historians know about these interactions and daily life in early Jamestown comes from the writings of the English colonists. These documents offer limited information about life in early 1600s Virginia—and they present a heavily biased view of Virginia Indians. Obtaining a more complete understanding of life in early Jamestown requires additional sources of information, including archaeological artifacts. In this lesson, students will examine written sources and artifact evidence to determine the relationship between the Jamestown colonists and the Virginia Indians.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Examine written documents to identify the relationship between English colonists and Virginia Indians in early 1600s Jamestown.
2. Analyze primary source quotations to determine whether the interactions between English colonists and Virginia Indians were positive or negative for each culture.
3. Match written records to archaeological evidence recovered from the James Fort site.

STANDARDS OF LEARNING

This lesson meets the National Standards of Learning in the areas of historical comprehension and historical research capabilities.

MATERIALS

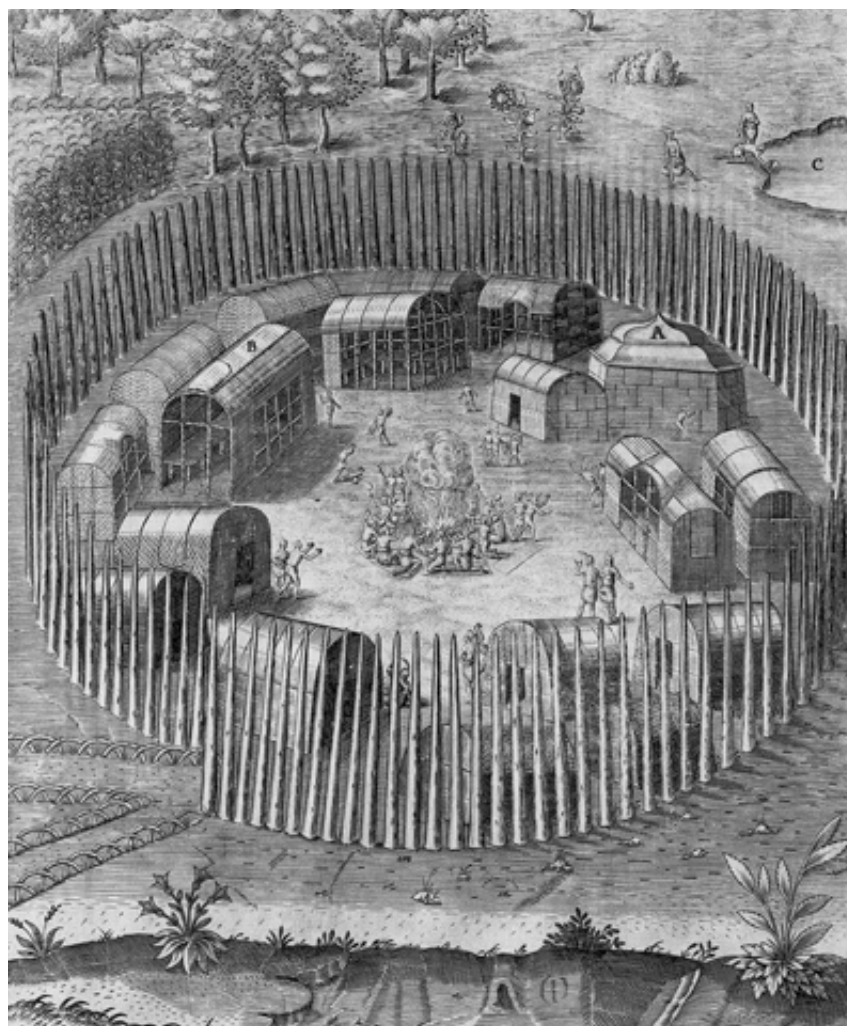
Primary Source Quotations: Interactions between Virginia Indians and English Colonists
 Graphic Organizer: Jamestown Interactions
 Photographs of Jamestown Artifacts

STRATEGY

1. Divide students into teams of two. Give each team a copy of the Primary Source Quotations: Interactions between Virginia Indians and English Colonists. Give each student a Graphic Organizer: Jamestown Interactions.
2. With the class, read the sample quotation. Show students how to interpret its meaning and to determine whether the interaction it describes is positive or negative. Help students assess the interaction from *both* English colonist and Powhatan Indian perspectives. In the “English Colonists” column of the “Sample Quotation” row of their graphic organizers, have students

circle either the word “positive” or the word “negative” to describe the interaction from the colonists’ point of view. Have students make a similar word selection in the “Virginia Indians” column to describe the interaction from the Virginia Indians’ point of view.

3. Have students read and assess as positive or negative the interaction described in each of the remaining quotations. Provide time for student teams to share their findings with the class. Facilitate a discussion in which any differences of opinion about specific quotations are resolved and a class consensus on each quotation is reached.
4. Give each pair of students copies of the Photographs of Jamestown Artifacts. Have students examine the artifact photographs and then attempt to match as many of the archaeological artifacts as possible to the Primary Source Quotations: Interactions between Virginia Indians and English Colonists. If an artifact matches the content of a quotation, have students write the name of the artifact in the appropriate section of the “Related Jamestown Artifact” column of their graphic organizers. [Note to teacher: Not all quotations will match with an archaeological artifact.] Provide time for students to share their findings.



The Town of Pomeiooc, engraved by Theodor de Bry, plate 19 in Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, London, England, 1590. From the collections of the Colonial Williamsburg Foundation.

PRIMARY SOURCE QUOTATIONS INTERACTIONS BETWEEN VIRGINIA INDIANS AND ENGLISH COLONISTS

[**Note:** For ease of comprehension, seventeenth-century spellings have been updated, and some terms have been replaced with more familiar words.]

Sample Quotation:

We came with our ships to Cape Comfort, where we saw five [Virginia Indians] running on the shore. . . . [After] rowing ashore, the captain called to them a sign of friendship, but they were at first very [fearful] until they saw the captain lay his hand on his heart. Upon that they laid down their bows and arrows and came very boldly to us, making signs to come ashore to their town, which [they call] Kecoughtan.

George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606," as quoted in Edward Wright Haile, ed., *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony, the First Decade, 1607–1617* (Champlain, Va.: Round House, 1998), p. 91.

Quotation 1

Our men were destroyed with cruel diseases . . . but for the most part they died of mere famine. . . . Thus we lived for the space of five months in this miserable distress. . . . It pleased God after a while to send [the Virginia Indians] which were our mortal enemies to relieve us with . . . bread, corn, fish, and flesh in great plenty, which was the setting up of our [weak and starving] men; otherwise we had all perished. Also, we were frequented by [many] kings in the country bringing us [supplies] to our great comfort.

George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606," as quoted in Haile, pp. 99–100.

Quotation 2

Our captain caused a gentleman to discharge his [gun] soldier-like before [the Virginia Indian chief], at which noise he started, stopped his ears, and expressed much fear, so likewise all [of the Virginia Indians around] him. Some of his people being in our boat leapt overboard at the wonder [of this]. . . . [After telling him] that we never use this thunder but against our enemies, yea, and that we would assist him with these [guns] to terrify and kill his [enemies], he rejoiced the more; and we found that it bred better affection in him towards us.

Gabriel Archer, "A Relation of the Discovery of Our River from James Fort into the Main, Made by Captain Christopher Newport," as quoted in Haile, pp. 111–112.

Quotation 3

I was struck with an arrow on the right thigh, but without harm. Upon this occasion I [saw two Virginia] Indians drawing their bows, which I prevented [by] discharging a French pistol. By [the time I had reloaded], 3 or 4 more did the like, for the first fell down and fled. At my discharge they did the like . . . 20 or 30 arrows were shot at me, but [before I fired my pistol] 3 or 4 times . . . the king of Pamaunck, called Opeckankenough, with 200 men [surrounded] me, each drawing their bow . . . which done they laid them upon the ground, yet without shot.

John Smith, *A True Relation of Such Occurrences and Accidents of Note as Hath Hap'ned in Virginia Since the First Planting of That Colony*, as quoted in Haile, p. 157.

Quotation 4

[Chief Powhatan said] . . . ‘Therefore lay me down all your commodities together. What I like I will take, and in [return] give you what I think fitting their value.’ . . . He fixed his humor upon a few blue beads. A long time he . . . desired them, [and] Smith . . . [described the beads] as being composed of the most rare substance of the color of the skies, and not to be worn but by the greatest kings in the world. . . . [Before] we departed, for a pound or two of blue beads [John Smith] bought . . . 2[00] or 300 bushels of corn, yet parted good friends.

John Smith, *The General History of Virginia, New-England, and the Summer Isles*, as quoted in Haile, p. 246.

Quotation 5

We are at peace with all the neighboring inhabitants of the country and trade with them in wheat and provisions. . . . Their own great emperor . . . [Powhatan] has sent us some of his people, that they may teach us how to sow the grain of this country and to make certain tools with which they are going to fish.

Francis Perkins, Letter from Jamestown to a Friend, 28 March 1608, as quoted in Haile, p. 134.

Quotation 6

At length we came to [a Virginia Indian town] where we found but few people. They told us the rest were gone hunting. . . . We stayed there awhile. . . . In the meantime, one of the [Virginia Indians] came running out of his house with a bow and arrows and ran mainly through the woods. . . . [Fearing] that he went to call some company and so betray us; we [left quickly]. One of the [Virginia Indians] brought us on the way to the wood[s], where there was a garden of tobacco, and other fruits and herbs. He gathered tobacco, and distributed to every one of us; so we departed.

George Percy, “Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606,” as quoted in Haile, p. 95.

Quotation 7

One of our Gentlemen having a target which he trusted in, thinking it would [take a bow shot], he set it up against a tree, willing one of the [Virginia Indians] to shoot; who took from his back an arrow . . . drew it strongly in his bow, shoots the target a foot through, or better, which was strange, being that a pistol could not pierce it. We, seeing the force of his bow . . . set him up a steel target; he shot again, and burst his arrow all to pieces; he presently pulled out another arrow, and bit it in his teeth, and seemed to be in a great rage, so he went away in great anger.

George Percy, “Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606,” as quoted in Haile, pp. 95–96.

Quotation 8

Presently the bread was brought in two great wooden bowls. . . . When we had eaten, he caused to be fetched a great glass of [wine], some three quarts or better, which Captain Newport had given him five or seven years [ago] . . . and gave each of us in a great oyster shell some three spoonfuls; and so giving order to one of his people to [select a] house [for us] to lodge in, took his leave for that night, and we departed.

Ralphe Hamor, “A True Discourse of the Present State of Virginia, and the Success of the Affairs There till the 18 of June, 1614,” as quoted in Haile, p. 835.

Graphic Organizer: Jamestown Interactions

	English Colonists	Virginia Indians	Related Jamestown Artifact
Sample Quotation	Positive Negative	Positive Negative	
Quotation 1	Positive Negative	Positive Negative	
Quotation 2	Positive Negative	Positive Negative	
Quotation 3	Positive Negative	Positive Negative	
Quotation 4	Positive Negative	Positive Negative	
Quotation 5	Positive Negative	Positive Negative	
Quotation 6	Positive Negative	Positive Negative	
Quotation 7	Positive Negative	Positive Negative	
Quotation 8	Positive Negative	Positive Negative	

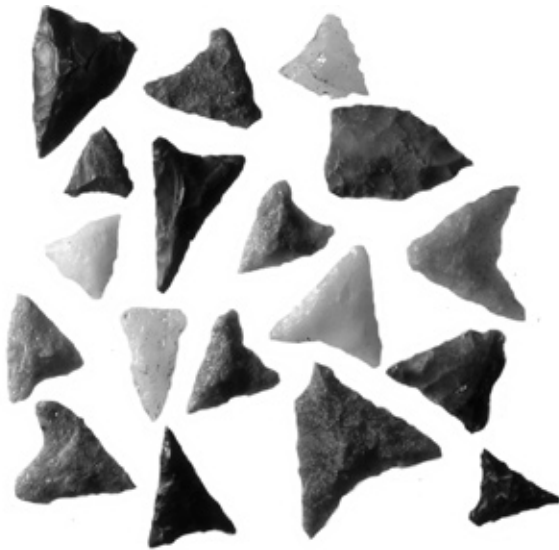
PHOTOGRAPHS OF JAMESTOWN ARTIFACTS



IRON FISHHOOKS: More than seventy brass and iron fishhooks have been excavated at Jamestown. Colonists used fishhooks to catch many different kinds of fish from the James River. The Virginia Indians made fishhooks from animal bones.



TOBACCO PIPE: This clay tobacco pipe may have been made in Virginia by Robert Cotton, an English colonist who came to Jamestown in early 1608. The Virginia Indians and the colonists made and used tobacco pipes.



VIRGINIA INDIAN PROJECTILE POINTS: More than eighty projectile points have been recovered from the area of James Fort. The Virginia Indians used the bow and arrow as a weapon for hunting and defense.



ENGLISH ARMOR (breastplate and helmet): This is the type of armor European soldiers wore in the late 1500s and early 1600s. Such armor offered good protection against Virginia Indian arrows, but it was very heavy, uncomfortable, and difficult to wear while working.

PHOTOGRAPHS OF JAMESTOWN ARTIFACTS



GLASS TRADE BEADS: English colonists traded colorful glass beads with the Virginia Indians for food and other necessities. The Virginia Indians also made decorative beads from oyster and mussel shells.



ENGLISH EARTHENWARE JUG: This drinking jug was excavated from the site of the James Fort dry moat (the wide trench around the base of the fort's bulwark). The jug is an especially rare artifact because it is unbroken.



PISTOL LOCK: This lock is from a pistol that probably belonged to one of the gentleman colonists in Jamestown. The English colonists were well armed and used firearms for hunting and defense.



PIECES OF DEER BONES: Thousands of pieces of deer bones have been excavated from the James Fort site. Deer and other wildlife were important sources of food for both the Virginia Indians and the English colonists.



Final Evaluation Activity

INTRODUCTION

English colonists settling in Virginia in 1607 faced many unexpected challenges. New archaeological evidence and careful study of surviving written records have enabled historical archaeologists to revise the history of life in early Jamestown.

OBJECTIVES

As a result of this activity, students will be able to:

1. Write a report sharing their knowledge of life in early seventeenth-century Jamestown, Virginia.
2. Illustrate and add captions to their reports.

STANDARDS OF LEARNING

This activity meets the National Standards of Learning in the areas of historical comprehension, historical analysis, and interpretation.

STRATEGY

1. Verbally review with students what they learned from the “Jamestown Unearthed” Electronic Field Trip and/or the lessons in this teacher guide. During the discussion, write summary notes on the board or on an overhead for later student reference.
2. Have students write reports using the information they learned about life in early Jamestown. Encourage them each to select three or more key ideas and elaborate on those ideas rather than simply listing isolated facts. Remind students to use introductory and concluding paragraphs as well as body paragraphs focusing on the main ideas. In addition, have students draw pictures or use images from teacher-provided materials to illustrate their essays.



Take-Home Activity

INTRODUCTION

Written records yield a tremendous amount of information about the past, and archaeology reveals a wealth of additional details. Archaeologists analyze and interpret the excavated artifacts to understand the daily lives of people from the past. Sometimes, accurately identifying an artifact and determining its past use is difficult and must be made based on well-informed speculation. Additional research and information gathered from other related artifacts often help archaeologists more completely understand mystery artifacts. The process of artifact examination and identification helps to connect the past with the present.

OBJECTIVES

As a result of this activity, students will be able to:

1. Employ observation skills to identify several archaeological artifacts from seventeenth-century Jamestown, Virginia.
2. Propose explanations for how those artifacts were originally used.
3. Explain what the artifacts reveal about the daily lives of the people who used the artifacts.
4. Compare and contrast the seventeenth-century artifacts with their twenty-first-century counterparts.

STANDARDS OF LEARNING

This activity meets the National Standards of Learning in the areas of historical analysis and interpretation.

MATERIALS

Graphic Organizer: Mystery Artifacts

Graphic Organizer: Mystery Artifacts—Teacher Answer Key

STRATEGY

1. Remind students that since 1994 archaeologists have excavated over one million artifacts from the site of James Fort. By identifying these artifacts and speculating on how they were used, historical archaeologists and historians are gaining a more detailed and accurate understanding of daily life in early seventeenth-century Virginia.
2. Explain to students that they will employ the same artifact examination and analysis skills that archaeologists use. Give each student a Graphic Organizer: Mystery Artifacts to take home. Instruct students to work with a parent or other adult to complete the graphic organizer and answer the summary question.
3. Have students bring their completed graphic organizers back to class. Conduct a discussion in which students share their findings with the class. During the discussion, have students correct or add information to their graphic organizers as needed. (For reference, see the Graphic Organizer: Mystery Artifacts—Teacher Answer Key.)





4. Summarize the exercise by facilitating a discussion in which students answer the following questions:
- Who used each of these artifacts?
 - What do these artifacts tell us about the lives of the people who used them in the early 1600s?
 - If archaeologists study our community two hundred years from now, what kinds of artifacts do you think they will find?
 - What might those artifacts tell future archaeologists about our lives?



Bartmann jug, stoneware, ca.1600. Stoneware vessels were produced in Germany and exported in great quantities to England in the seventeenth century. The medallion on this jug bears the coat of arms of an individual from northern Italy. Courtesy of APVA Preservation Virginia.





Graphic Organizer: Mystery Artifacts

Directions: Work with a parent or other adult to complete this graphic organizer. Identify each object (or make an educated guess) and describe who used it and how it was used in the 1600s. Then, indicate if there is a modern object that is used in the same way.

What is it?	Who used it and how was it used?	What do we use today?
		
		
		
		

Summary Question: What do these artifacts tell us about the lives of the people who used them in the early 1600s?

Graphic Organizer: Mystery Artifacts — Teacher Answer Key

	<p>thimble— Used by English colonists (both male and female) while sewing to protect a finger from the needle. We still use thimbles today. Though they still have the same shape and design, they are often made from plastic.</p>
	<p>Virginia Indian projectile points— Used by Virginia Indians. Bows and arrows were their primary weapon for both hunting and defense. Projectile points were also given as gifts.</p>
	<p>English silver coin— Used by English colonists. Such coins had value in England but, except for their trade value with the Virginia Indians, were worth very little in Jamestown. Coins are still a standard part of our monetary system today.</p>
	<p>iron axe head— Used by English colonists and Virginia Indians. The colonists used this indispensable English tool for clearing land, cutting timber, and constructing buildings. Axes were also highly prized by the Virginia Indians as trade goods.</p>



A Jamestown Rediscovery archaeologist excavates an iron hilt of a rapier, a sword with a long slender blade. Courtesy of APVA Preservation Virginia.

We would enjoy receiving copies of some of your students' work from any of the lesson plans in this teacher's guide. If you care to share examples, please send them to:

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