

ACTIVITIES TO USE WITH SUPPLEMENTARY MATERIALS

The Supplementary Materials are designed to give students a variety of sources for gathering additional information to answer the questions in the **Student Objectives** and to complete their projects. They should **not** try to use **all** the sources, but chose the ones they think will be most helpful to them. You may decide to use one or more of the activities as a class assignment that is separate from the main objective of answering the questions in the **Student Objectives**.

Language:

In Joan Peirce's day there was no standard for English grammar. In the DVD you will notice that Joan Peirce sometimes uses the wrong form of the verb "to be" (you was and she were) and at other times she uses the same form that we do today (you were and she was). People were inconsistent in their grammar in the 17th century.

Spelling was also very inconsistent, as there was no standard form for spelling. People spelled words the way they sounded and it was not unusual for the same word to be spelled differently in the same paragraph. There were also no rules for punctuation and sometimes sentences would run on for a whole paragraph.

Activity: Have Students do Exercises in the Language Section

In the first exercise students will have several sentences from the "Meet Joan Peirce" DVD to re-write in modern English. The next exercise requires them to read a list of words that are spelled phonetically. Since most students think it would be a good thing to have no standard form for spelling, you might ask them if they think it would be easier or harder to read a document with words spelled erratically. This could lead to an interesting discussion on the need for standard grammar, spelling and punctuation.

Activity: Have Students Read and/or Rewrite Primary Source Documents Using Modern English

There are excerpts from six primary source documents at the end of the exercises. Students can be asked either to read one or two of them or they can be asked to re-write one or two in correct, modern English.

Geography:

The **Geography** section presents information about the Virginia Colony and the Virginia Indians through a series of exercises centered on the natural features of the region.

Activity: Using Modern Maps Locate Areas Relevant to the Virginia Colony

The exercises are self-explanatory and require only a detailed map of Eastern North America (including Canada) and a road map of the state of Virginia. They can be done individually or in teams. Students can choose to use this section to gather supplementary information to fill in their charts or to write their newspaper articles, create their blogs, TV commercials, etc.

Activity: Compare John Smith’s Map of Virginia with a Modern Map of Virginia

A comparison can be made between the modern map of Virginia and the map drawn by John Smith in 1608. (Copies of Smith’s map can be found on the Internet). It is interesting to note that Smith’s map is oriented west (at the top of the map) to east (at the bottom of the map) rather than the modern method of north–south orientation. This activity could be expanded to include a discussion on how maps are drawn today versus how they were drawn in the 17th century.

Background Material for Interviews:

Ann Burras Laydon and John Laydon:

John Laydon was a member of the first group of settlers who came to Virginia in 1607. He came as a servant or employee of the London Company and was listed as a laborer. Ann Burras Laydon was one of the first two English women to come to Virginia in the fall of 1608. She came as a maidservant to Mistress Forest. In December of 1608 Ann and John were married. They were still living in the colony in 1638.

Activity: Interview Ann and/or John in the year 1638.

Assign two students to portray Ann and John. Have them review the background material on Ann and John Laydon provided in the **Supplementary Materials Section**. Assign another student or perhaps two other students to be the interviewing reporters. Provide the “reporters” with the section entitled **Some Things to Think About (For Prospective “Reporters” Interviewing Ann and John Laydon)** also located in the **Supplementary Materials Section**. The reporters can use this material to create questions to ask Ann and John. You may want to videotape or tape record the interview for later playback or for use with other classes. If students decide to put together a TV News Program on Virginia as their project, they can show the videotape as part of the program.

Activity: Use Recorded Interview or Background Material On Ann and John as a Resource for Students.

The recorded interview and/or the background information can be made available for students who want to gather more information about life in the colony, especially the two years before Mistress Peirce’s arrival in 1609. They can use the material to fill in their charts or use it for their projects.

Namontack and the Virginia Indians:

In January 1608 Christopher Newport gave Chief Powhatan a 13-year-old English teenager named Thomas Savage. The young man was to live among the Virginia Indians for a time in order to learn their language and customs. In return Chief Powhatan gave Newport one of his trusted servants, a young man named Namontack, to take back to England with him. Powhatan wanted Namontack to see the country and bring back a report on what he saw. Namontack left Virginia on April 10, 1608 with Christopher Newport and arrived in England on May 21st.

Activity: Interview Namontack in the year 1608

Assign a student to portray Namontack and provide him with the **Background Information On Namontack and the Virginia Indians** found in the **Supplementary Materials Section**. Assign another student to be the “reporter, who will pretend that in 1608 he/she interviewed Namontack when he was in London for his/her newspaper or TV news channel. Provide the “reporter” with the section entitled: **Some Things to Think About (For the Prospective “Reporter” Interviewing Namontack)** located in the **Supplementary Materials Section**.

The interview would have been videotaped, recorded on a tape recorder or have been a written interview for the newspaper back in 1608. The “reporter” should recreate that interview and make it available to the “reporters” who are investigating the Virginia colony in the year 1638 to determine if it is a good place to live or not. If students choose to put together a TV News Program on Virginia as their project, the recorded interview can be shown as part of the program.

Activity: Use the Background Information on Namontack and the Virginia Indians and/or the Recorded Interview as a Resource for Students.

The recorded interview and/or the background information can be made available for students who want to gather more information about the Virginia Indians. They can use the material to fill in their charts or use it for their projects.

James Harrison and Elizabeth Adams – Two Indentured Servants:

In June 1635 Captain William Peirce transported 40 people to the colony of Virginia, for which he was granted 2,000 acres of land across the river from Jamestown on Lawnes Creek. According to the law William Peirce had to “seat” his new property by erecting buildings and settling people on it. This had to be done within two years or he would lose the property.

Presumably he did this and settled some of his 40 new indentured servants on his land. James Harrison and Elizabeth Adams were the names of two of the 40 servants. We do not know anything more about them, but let’s assume that they lived and worked on the Lawnes Creek property for Captain William Peirce. And let us also assume that they had signed indentures or contracts with Captain Peirce’s representative in England before they came to Virginia. **(Two indenture contracts typical for this time period are included in the Supplementary Materials Section.)** What would life have been like for them and the other servants in the colony?

Activity: Interview James and/or Elizabeth in the year 1638.

Assign two students to portray James and Elizabeth. Have them review the background material on indentured servants provided in the **Supplementary Materials Section**. James and Elizabeth would have been in Virginia for three years by 1638.

You can assign another student or perhaps two other students to be the interviewing reporters. Or you may want to have the remainder of the class portray television or newspaper journalists researching and reporting on conditions for indentured servants in Virginia. Provide the “reporters” with the section entitled: **Some Things to Think About (For Prospective “Reporters” Interviewing James and Elizabeth)** and have them create their own questions to ask James and Elizabeth. By not giving the “reporters” the information James and Elizabeth have, the “reporters” will have to ask good questions to learn about servitude in Virginia to report back to their readers or listeners in England. You may

want to videotape or record the interview for later playback or for use with other classes. If students choose to put together a TV News Program on Virginia as their project, they can show the videotape as part of the program.

Activity: Conduct a Class Discussion on Indentured Servitude

Give students copies of the background information on Indentured Servants to read. Lead a discussion on the use of indentured servants in Virginia using the ideas and questions found at the end of the section for **Prospective “Reporters” Interviewing Indentured Servants**.

Activity: Use the Background Information on Indentured Servants as a Resource for Students

The background information and/or the tape-recorded interview can be made available for students who want to gather more information about indentured servants. They can use the material to fill in their charts or use it for their projects.

Newspaper Articles:

Activity: Make Articles Available to Students as Resource Material.

The newspaper articles are intended to provide additional information on the Jamestown settlement. Students should have the opportunity to consult any of the articles they think will help them answer the questions in the **Students’ Objectives** or help them with their projects.

Epilogue: What Happened After 1638

Activity: Class Discussion on the Fate of the Virginia Colony

Have students read the **Epilogue** and discuss the development of the colony after 1638 with special attention to growth, relations with the Virginia Indians and the status of Africans. If students have chosen to put together a TV news program as their project and have had “experts” made predictions as to what will happen in Virginia in the future, it would be interesting to re-play their comments to see how their predictions turned out.