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## Primary Sources— Virginia

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (2 pages)
- How to Use This Product** (2 pages)
- Card Lesson Plan** (2 pages)
- Card** (2 pages)
- Document Lesson Plan** (4 pages)
- Document** (2 pages)

To Create a World <sup>in</sup> which  
Children **LOVE** to Learn!

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Simon's Quarters

and from Williamsburg

YORKTOWN

— PRIMARY SOURCES —

# Virginia

Soissonois

Ba. Viominiis Quarters

*The Field where the British laid down their Arms*



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# How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and concise, easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet both McREL content standards and the recently revised standards for the National Council for the Social Studies (NCSS 2010).

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips. Activities are varied, interesting, challenging, and engaging.

## By participating in the lessons provided in this kit, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- build literacy skills.
- strengthen critical-thinking skills.
- be prompted by visual clues.
- compare their assumptions against those of others.
- expand their appreciation for other time periods.

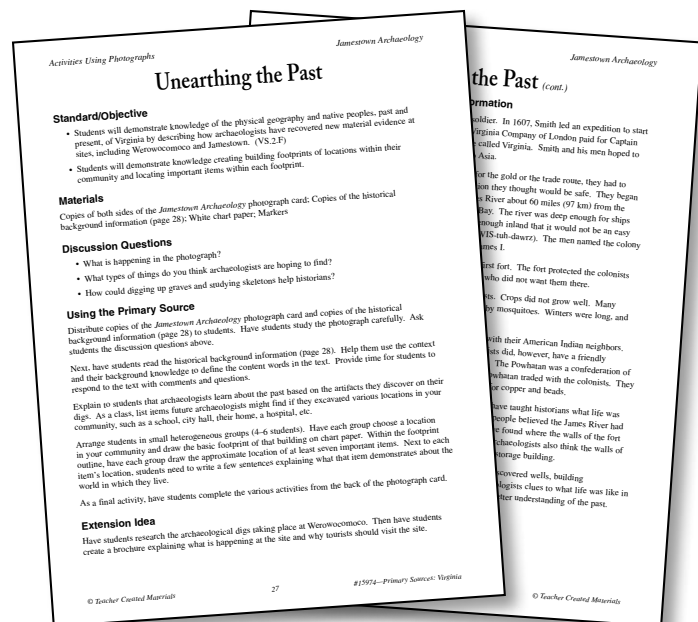
## By presenting the lessons in this book, teachers will:

- improve students' test scores and test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning.
- develop critical-thinking skills in students.

## Teacher's Guide

The Teacher's Guide includes the following:

- 8 photograph card lessons
- 8 primary source lessons
- standards and objectives
- materials lists
- discussion questions
- extension and challenge activities
- historical background information
- reproducible student activity sheets
- 12 document-based assessments
- document-based question tasks
- student glossary
- suggested literature and websites



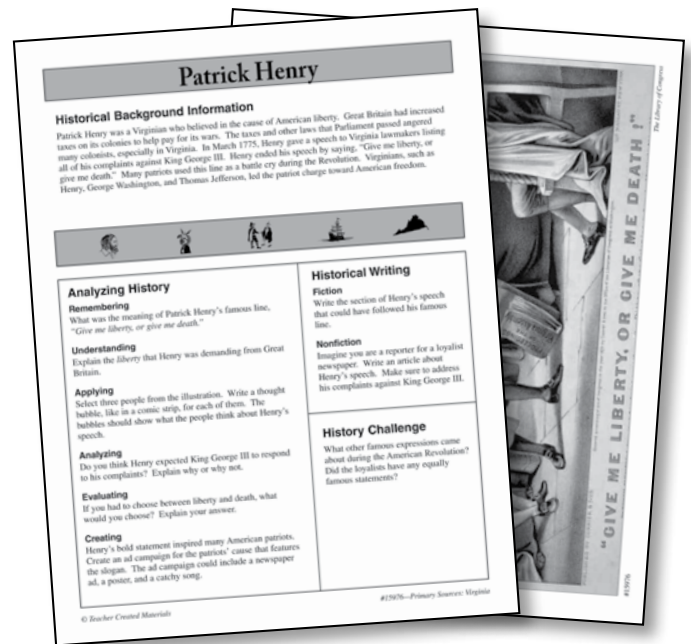
# How to Use This Product *(cont.)*

## Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the back of the photograph card. These activities can be used by teachers in a way that best suits the classroom needs (group work, individual work, learning center, etc.).

Each photograph card includes:

- a primary source image
- historical background information
- revised Bloom’s taxonomy questions designed to help students analyze what they see and learn
- historical writing prompts (fiction and nonfiction)
- a history challenge featuring an engaging and challenging student activity



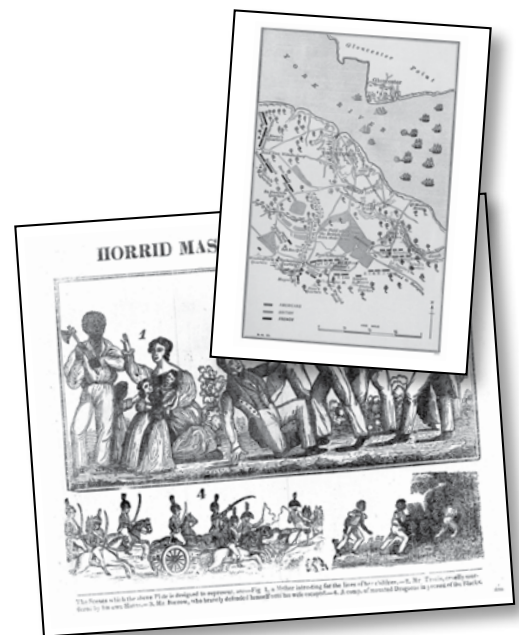
## Primary Source Documents

Facsimiles of primary source documents are provided in both an authentic-looking format and in digital format on the Digital Resource CD. The documents come in varying sizes.

## Digital Resource CD

The Digital Resource CD contains the following:

- digital copies (both in PDF and JPEG formats) of photographs and primary sources
- additional photographs and primary sources to support and enrich the lessons
- student reproducibles
- student glossary
- detailed listing of original location of photographs and primary sources
- document-based-assessment rubric example
- hyperlinks for suggested useful websites



See pages 99–100 for more detailed information about the contents of the Digital Resource CD.

# Unearthing the Past

## Standard/Objective

- Students will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by describing how archaeologists have recovered new material evidence at sites, including Werowocomoco and Jamestown. (VS.2.F)
- Students will demonstrate understanding by identifying meaningful items within their community that would help future archaeologists understand the world in which the students currently live.

## Materials

copies of both sides of the *Jamestown Archaeology* photograph card; copies of the historical background information (page 28); white chart paper; markers; for optional use, copies of the student glossary (page 89)

## Discussion Questions

- What is happening in the photograph?
- What types of things do you think the archaeologists are hoping to find?
- How could digging up graves and studying skeletons help historians?

## Using the Primary Source

Distribute copies of the *Jamestown Archaeology* photograph card or project the photograph for students to see. Distribute copies of the historical background information (page 28) to students. Have students study the photograph carefully. Then, ask students the discussion questions above. Explain that archaeologists learn about the past based on the artifacts they discover on their digs.

Next, have students read the historical background information. Provide time for students to respond to the text with comments and questions. For reference, there is a student glossary (page 89).

As a class, list items future archaeologists might find if they excavated various locations in your community, such as a school, city hall, home, a hospital, etc.

Arrange students in small heterogeneous groups (4–6 students). Have each group choose a location in your community and draw the basic footprint of that building on chart paper. Within the footprint outline, have each group draw the approximate location of at least five important items. Next to each item's location, tell students to write a few sentences explaining what that item demonstrates about the world in which they live.

As a final activity, have students complete the various activities from the back of the photograph card.

## Extension Idea

Have students research the archaeological digs taking place at Werowocomoco. Then have students create a brochure explaining what is happening at the site and why tourists should visit the site.

# Unearthing the Past *(cont.)*

## Historical Background Information



Captain John Smith was an English soldier. In 1607, Smith led an expedition to start an English colony in America. The Virginia Company of London paid for Captain Smith and his men to travel to a place called Virginia. Smith and his men hoped to find gold and discover a trade route to Asia.



Before Smith and his men could look for the gold or the trade route, they had to find a place to live. They chose a location they thought would be safe. They began building a fort on the banks of the James River. It was about 60 miles (97 km) from the mouth of Chesapeake (CHES-uh-peek) Bay. The river was deep enough for ships to navigate. But the settlement was far enough inland that it would not be an easy target for Spanish conquistadors (kon-KWIS-tuh-dawrz). The men named the colony Jamestown in honor of England's King James I.



It took the colonists a month to build the first fort. The fort protected the colonists from American Indians and rival colonists who did not want them there.



Life was difficult for the Jamestown colonists. Crops did not grow well. Many people died from malaria, a disease carried by mosquitoes. Winters were long, and many colonists froze or starved to death.



The colonists also had trouble getting along with their American Indian neighbors. This led to battles and bloodshed. The colonists did, however, have a friendly relationship with the Powhatan (POW-uh-tan). The Powhatan was a confederation of tribes that shared a common language. The Powhatan traded with the colonists. They gave the colonists food and supplies in return for copper and beads.



Modern-day archaeological digs at Jamestown have taught historians what life was like for these original colonists. For many years, people believed the James River had covered the original fort. But archaeologists have found where the walls of the fort stood as well as proof of cannons and cellars. Archaeologists also think the walls of the fort once surrounded a church, houses, and a storage building.



Archaeologists digging at Jamestown have also discovered wells, building foundations, and graves. These items give archaeologists clues to what life was like in the Jamestown colony and help historians gain a better understanding of the past.







# Jamestown Archaeology

## Historical Background Information

Jamestown Colony was established in 1607 in present-day Virginia. It was the first permanent English settlement to survive in the New World. Captain John Smith and his men were searching for gold and a trade route to Asia. The earliest settlers to arrive in Jamestown faced many struggles. They had a difficult time growing crops. They struggled with starvation and a disease called *malaria*. They also interacted with American Indian groups through fighting and trade. Today, archaeologists dig at Jamestown to learn more about life in the settlement.



## Analyzing History

### Remembering

In the photograph, what are the archaeologists uncovering?

### Understanding

What can be learned about Jamestown's past from the findings made by the archaeologists?

### Applying

If the skeletons in the photograph could talk, what questions would you ask them to learn about life in Jamestown in 1607? What answers would they give?

### Analyzing

Hundreds of years from now, where should archeologists dig to understand our lives today? Why did you choose this location? What can it offer archaeologists?

### Evaluating

Do you think the dig in the photo was a good use of the archaeologists' time and resources? Explain your answer.

### Creating

Create a sign that would stand in front of this archaeological dig so that tourists visiting the site will know what they are looking at. Your sign should include text and at least one picture.

## Historical Writing

### Fiction

Imagine you are an archaeologist at this dig. Write a blog entry about the artifacts you discovered today and what secrets you think they hold.

### Nonfiction

It is your job to encourage archaeologists to go to Jamestown on their next dig. Write a persuasive letter explaining why Jamestown is important, what archeologists may expect to find there, and why these findings would be useful to today's citizens.

## History Challenge

Jamestown was not the only early English settlement in Virginia. Research the lost colony of Roanoke and reach a conclusion about what you think happened to it.

# Please Send Flower Seeds

## Standard/Objective

- Students will demonstrate knowledge of the issues that divided our nation and led to the Civil War by identifying the events and differences between northern and southern states that also divide eastern and western Virginia and led to secession and war. (VS.7)
- Students will demonstrate understanding by writing a letter to a pen pal during the Civil War.

## Materials

copy of the facsimile *Sophia Downman's Letters*; copies of the historical background information (page 72); copies of the *Pen Pals* activity sheet (page 73); copies of *Sophia Downman's Letters* transcripts (page 74); printer paper; construction paper; crayons or markers; for optional use, copies of the student glossary (page 89)

## Discussion Questions

- Name some of Sophia's interests.
- What is Sophia's opinion of the Yankees, or Union soldiers?
- How is Sophia's life different from yours? How is it similar?

## Using the Primary Source

Display the facsimile of *Sophia Downman's Letters*. Distribute copies of the *Sophia Downman's Letters* transcripts (page 74) to students. Read the letters aloud to the class. Ask the questions above to generate a class discussion.

Place students in small groups. Ask them to brainstorm ways that the Civil War touched the lives of children and/or other civilians in Virginia (*houses destroyed, landscapes changed, relatives and friends lost, lack of food, lack of fun, changes in routine, etc.*) Invite groups to share their ideas. Record them on the board.

Distribute copies of the historical background information (page 72) to students. Have them read it with their groups. For reference, there is a student glossary (page 89).

Next, distribute the *Pen Pals* activity sheet (page 73) to students. Have them complete the activity independently. Provide opportunities for students to share their responses with classmates.

## Extension Idea

Challenge students to find drawings, poems, letters, or diaries written by other children during war times. Encourage them to share their findings with the class in a creative way, such as a bulletin board display or a museum exhibit.

# Please Send Flower Seeds *(cont.)*

## Historical Background Information

The Civil War damaged much of the American landscape, especially in the South. When the country fell apart, so did the lives of ordinary people. Some families were divided, with relatives fighting on opposite sides. Most American families sent loved ones into battle, and nearly 700,000 of them never returned. A generation of men was lost in the deadliest war in U.S. history. The Civil War changed the lives of all Americans.

As men left for war, women and children on both sides had to manage the homes, farms, and businesses. As the war dragged on, Southern ports were blocked. Certain goods, such as cloth and paper, became hard to get. As Union forces moved farther into Confederate territory, many soldiers took Southern families' food, valuables, and livestock. This meant some Southerners, including children, were starving.

Sophia Downman was a young girl living near Fredericksburg, Virginia, when the war broke out. She wrote letters to family members. These letters give a different perspective on the war. They show how the war affected ordinary people.

Sophia's family supported the Confederacy. Soldiers held drill practice on her family's front lawn. Southern General Robert E. Lee even stayed at her family's home one night. Later, Sophia watched as Union soldiers marched through Virginia. She saw them kill her family's cows and eat her family's crops. She also saw her father die of illness.

Sophia's letters mention some of these hardships, but they also reflect the interests of an ordinary child. She describes her treasured rag doll, the chickens she is learning to care for, and her school. In one letter, she asks for flower seeds and explains that the Yankees killed all the flowers.

Sophia did not write about slavery. She did not write about agriculture and industry. She did not mention states' rights versus a strong federal government. Instead, she provides a nine-year-old's perspective on the Civil War. Her letters shed light on the effects the war had on everyday life and everyday people.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Pen Pals

## Historical Background Information

The Civil War changed the lives of all Americans. Sophia Downman was a young girl living near Fredericksburg, Virginia, when the war broke out. Sophia did not write about slavery. She did not write about agriculture and industry. She did not mention states' rights versus a strong federal government. Instead, she gave us a nine-year-old's perspective of the Civil War. Her letters shed light on the effects of war on everyday life.

## Activity

**Directions:** Imagine that you are one of Sophia's cousins living in the new state of West Virginia, which is in the Union. How might your life be affected by the war? How are your experiences different from Sophia's? Write a letter to your cousin telling about your own wartime experiences in the North.

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**Challenge**

Research the "scorched earth" policy that General Sherman followed on his march across the South. Write an acrostic poem that describes the policy and its effects on the South.

# Sophia Downman's Letters

Idlewild  
[Jan. 1864]

Dear Maggy,

I wish that I had a Christmas gift to send you, but things are so scarce that I could not get any thing at all to send you. You must write to me for I would be glad to get [a letter]. I have a hen and two hens. I have a big rag baby and I enjoy her very much. I hope you will come up for I want to see you so much. Give my love to Emma and tell her she must come up too. Monday is my birthday and I am nine years old. I wish that I could come down to see you. When Uncle Sample comes down I will send you a pullet for a present. I will tell you how to make hens lay, get some oyster shells and burn them and put it before the door of the hen house so that they can eat it.

Good bye, your affectionate cousin,  
Sophy

Idlewild  
July 1st [1862]

Dear Maggy,

As I can write, I thought I would write to you. The Yankees behaved very rudely; they broke open the meat house and took all the meat but four pieces; they killed two of the cattle right before our eyes. You must write to me and tell me about your school, and what you are studying. Give my love to Emma and tell her she must write to me. I have a big rag baby; I can undress her and dress her too. When you write to me you must tell me about your hens and chickens. I have a hen setting. You and Emma must come to see me. Give my love to cousin Salinia [?], and tell her she must come too.

Good bye, your affectionate cousin,  
Sophy

*Source: Courtesy of Jerry Brent*

is to the right as one half  
The difference of the radii of  
the two parts of the arch  
is to the radius of the wheel

Edlewild

July 1<sup>st</sup>

Dear Maggie

I can write, I thought  
I would write to you. The Gankers behaved  
very rudely; they broke open the meat  
house and took all the meat but four  
pieces; they killed two of the cattle  
right before our eyes. You must  
write to me and tell me about your  
school, and what you are studying.  
Give my love to Emma and tell her  
she must write to me. I have a big  
rag baby; I can undress her and dress her  
to. <sup>When</sup> You ~~must~~ write to me, <sup>you must</sup> ~~and~~ tell me  
about your hens and chickens. I have a  
hen setting. You and Emma must come  
to see me. Give my love to cousin Sa-  
inia, and tell her she must come too.  
Good bye, your affectionate cousin  
Sophy.

M.S.

~~Wrens~~  
Eggs whilst ~~making~~ ~~the~~ ~~birds~~ ~~are~~ ~~in~~ ~~the~~ ~~nest~~

Dophy I like hens because they lay eggs and I can  
get them and make cake and custard and egg  
bread and so many things. Turkeys lay eggs and  
have little ones; they like to wander away.

Dophy The feathers make fans for the sick soldiers some  
times the soldiers steal eggs and some times when  
Ma has some eggs to spare she sells some eggs to  
them. My hens make nests some times in the bushes  
and some times find eggs in them.

Dophy Idlewild

Dear Maggy

I wish that I had a  
Bristmas gift to send you, but things are so scarce  
that I could not get any thing at all to send you.

You must write to me for I would be glad to get <sup>a bit</sup> of it.

I have a hen ~~what~~ and two hens. I have a big  
rag-baby and Jengoy - her very much. I hope you  
will come up to see us for I want to see you so much.

I Give my love to to Emma and tell her she must  
come up ~~to~~ Monday is my birthday and I am nine  
years old I wish that I could come down to see you, and

when uncle Sample goes down I will send you a pullet  
for a present. I will tell you how to make hens lay get  
some oyster shells and burn them and put it before the door  
of the hen house so that they can eat it. Good bye your af  
fectionate cousin Dophy.

12345  
67890  
11121314  
151617  
1818