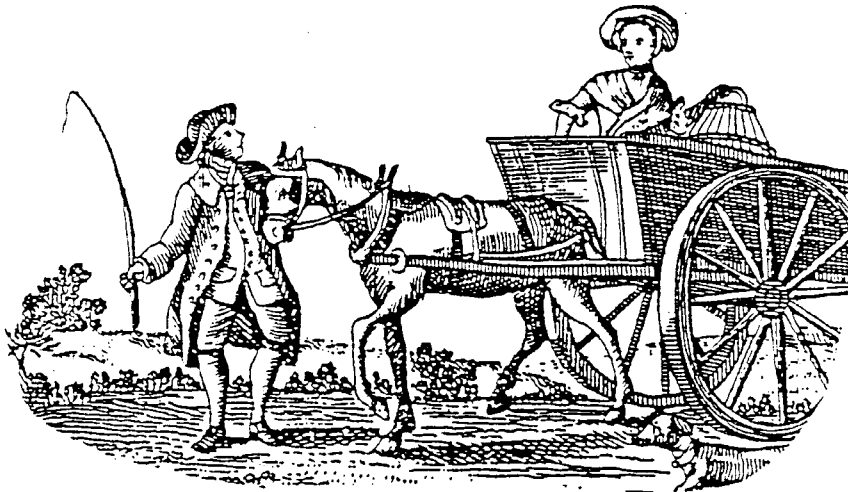
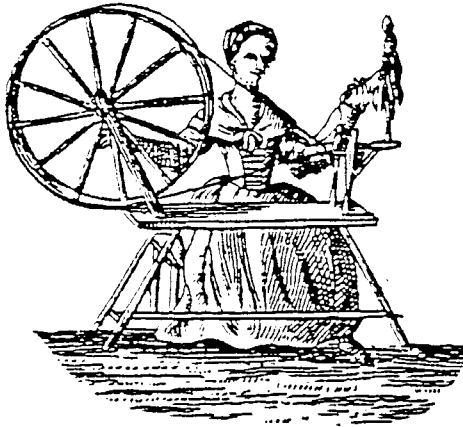


REVOLUTIONARY VIRGINIA!



JAMESTOWN - YORKTOWN FOUNDATION

REVOLUTIONARY VIRGINIA!

Introduction

The Jamestown-Yorktown Foundation is an agency of the Commonwealth of Virginia which operates Jamestown Settlement and the Yorktown Victory Center. Through these two museums the Foundation accomplishes its educational mission to commemorate the first permanent English settlement in the New World and the important role Virginia played in the formation of the United States.

This packet is designed to provide students with information and activities that help students participating in the structured educational program, "Revolutionary Virginia!" gain the most from their program. The background information provides teachers and students with a summary of American history for selected topic areas in the late 1700's. This program provides a cooperative learning experience focused on using primary sources. Working in groups, students will analyze documents and artifacts in order to answer questions about life in Virginia at the time of the Revolution. Teachers may want to plan how to divide students into groups, to save time when the program is presented, and to assure an effective learning experience for all. Guidelines for using primary sources are included in the packet, for use in the classroom.

The program objectives for "Revolutionary Virginia!" are as follows:

1. Students will describe characteristics of Virginia's geography and other factors that cause people to settle and live in the Tidewater region.
2. Students will recognize the different situations in which ordinary Virginians (farmers and soldiers) lived and worked, and how they dealt with issues such as health care, possessions, home and work.
3. Students will become familiar with and utilize selected primary sources to answer questions and develop hypotheses about the lives of ordinary Virginians in the eighteenth century.

Additional curriculum objectives can be met through the activities and the suggested opportunities for incorporating the program experience into the study unit. The program designed to be interdisciplinary.

If you have questions about this program, please contact us.

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REVOLUTIONARY VIRGINIA! BACKGROUND INFORMATION

The information included in this booklet is intended to provide a backdrop for the study of some of the challenges faced by ordinary farmers and soldiers in Virginia during the time of the American Revolution. This information can be used to prepare students for their **Revolutionary Virginia!** program, or it may be used as a follow-up to the program, to enhance and elaborate on introduced concepts.

Geography

The first permanent English settlement in the new world took place on Jamestown Island, Virginia, in May of 1607. The Jamestown colony struggled for economic survival until John Rolfe experimented with tobacco plants imported from the West Indies (1610-1611) and discovered what the Powhatan Indians already knew; that Virginia's climate and soil were perfectly suited to growing the weedy crop. From that year forward the story of Virginia's landscape is closely linked to the story of the cultivation of tobacco. The fertile lowlands of the Tidewater region, primarily at the mouth of the James, York, and Rappahannock Rivers were settled first. A lack of good roads in the region determined the importance of Virginia's rivers as the main arteries for transporting tobacco to market towns for importation to England.

In the eighteenth century, corn and tobacco were the staples of the Virginia economy. Farmers grew corn to feed themselves and their animals, and grew tobacco as a cash crop. The frontier moved steadily westward during the seventeenth and eighteenth centuries, with many farms and towns established as far west as the Shenandoah Valley by the mid-eighteenth century.

By 1775, about two million people lived in the thirteen American colonies and about 500,000 of them lived in Virginia, the largest and most populous colony. Many of these people were farmers or **planters** who lived and worked on small farms of less than two hundred acres. A relatively small number of Virginians were wealthy planters or merchants, and only about two percent of the population lived in Virginia's few small towns or cities like York, Norfolk, Richmond, Williamsburg, or Fredericksburg. About 200,000 of the people living in Virginia were African-American slaves, most of whom worked in tobacco fields for white masters.

It wasn't until the late eighteenth century that the importance of tobacco in the Tidewater region diminished. Grains like rye, wheat, and oats were less labor intensive to grow, did not deplete the soil of nutrients the way tobacco did, and were in great demand in Europe and the West Indies. Tobacco remained a primary crop in much of the rest of Virginia, and is still an important export for Virginia farmers.

The Economy

From the beginning of the colonial era ordinary people were dependent upon England for many everyday goods, and during most of the 18th century they were legally bound to **only** buy from England. In addition, laws forbade the colonies from manufacturing certain items which might compete with English-made goods. Raw materials such as tobacco, rice, sugar, timber and indigo available from the colonies could **only** be sold to England. Ultimately this led to an imbalance of trade -- the colonies were spending more for goods imported **from** England than they received for the raw materials they exported **to** England.

Virginia tobacco planters bought on "credit" and while they were assured of a ready market in England (because they were required to sell only there), it was not necessarily where they would get the best price. Many planters, having ordered necessary goods on the probability of a good crop and high prices, became deeply in debt to both local and English merchants. Often they were disappointed in both. In tobacco-growing colonies such as Virginia and Maryland, the tobacco notes or certificates of inspection, which were issued to planters in the place of money, were considered legal tender. Although only the government was required to accept them, local merchants were usually willing to give credit because it ensured them the planters' business. However, accepting tobacco notes could be risky because the value of the notes was dependent upon the current price of tobacco. The price could fluctuate rapidly between the time the note was issued and its final receipt.

A problem for Virginia as well as all the colonies at the end of the Revolution was the fact that money was in short supply. In addition, there were huge war debts and there were no units of currency representative of the thirteen states as a whole. England had prohibited the coining of money in the colonies so cash shortages led to the emergence of a barter system for many locally-grown or produced items, or the issuance of paper currency by individual states. Most states depended upon foreign coins such as English sterling coins (rare in Virginia), Spanish gold reals or pistoles, or Portuguese gold coins. States issued currency which was reluctantly accepted or flatly rejected by other states. Paper money was distrusted by everyone. The paper dollars (known as "continentals") issued by the Continental Congress during the war were not backed by specie (coins or "hard" cash) and by war's end were basically worthless. As more paper currency was put into circulation to pay for the increasing costs of the war, the value of the money fell. Inflation resulted and prices rose. In the years following the war a depression and the inability to pay off war debts plagued the new country's economy. It was not until 1791 that a national bank for the United States was created to attempt to solve some the financial problems. In 1792 the United States began minting coins of its own, and even then few coins were made due the shortage of gold and silver. Foreign coins continued to be legal tender until the mid-nineteenth century.

Hard money was not the only thing in short supply in the colonies during the period of the Revolution. Obtaining manufactured goods and supplies became increasingly difficult. Despite abundant natural resources, the American colonies had always been dependent upon England to supply them with many things. During the war, meeting the needs of the soldiers

with ample weapons, clothing and other supplies was a problem. The technology to mass-produce many of these items existed in England, but was not widely available in the colonies. After the war England went to great lengths to prohibit both inventors and machinery from getting to the new nation. However, by the end of the eighteenth century a steady stream of immigrant craftsmen, the ingenuity of American inventors and the freedom to pursue individual economic goals began to produce the technology and the machines which would ultimately lead to a new type of revolution -- an industrial revolution -- in the next century.

In Virginia, where most people lived on farms and plantations, the ability to manufacture goods may have seemed less important. Certain advances in the mechanization of agriculture improved cultivation and initial processing of various crops. Increased harvests allowed more goods to be purchased from the northern states, or after the war, once again from England. As Virginia planters began shifting their cash crop from tobacco to wheat they saw the efficiency and profitability in having grain processed in local flour mills and then shipped to the Caribbean for sale. Technology in the area of agriculture was slow in coming but new inventions such as the spinning jenny, carding machine, and cotton gin, introduced at the end of the 18th century, would eventually lead to significant changes in the ability for certain states to prosper. Cloth production in the home had become a necessity during the war, and certain aspects of it had always been done there. But soon mass-produced textiles from England were flooding the market, and the cheaper goods were hard to compete with in terms of the time and labor to produce them at home. By the first quarter of the nineteenth century spinning and weaving mills built in the northern states provided a ready supply of American-made textiles.

Continental Soldiers

Raising an army during the Revolutionary War had often been difficult. Colonial militiamen were reluctant to commit for more than short periods of time feeling they could not leave their farms, businesses or families unless the fighting actually threatened their homes. To encourage soldiers to enlist, the Continental Congress offered bounties in the form of cash and land to those men who were willing to serve at least three years or the duration of the war. A private in the Continental Army could earn as much as two hundred acres of land. The reality of collecting that land at the war's end was unlikely. Economic hardships during the war, and a depression in the years following, meant that few soldiers could make the investment needed to move to new properties in the west. Instead, many were forced to sell their claims to land speculators who offered ready cash in exchange.

African-Americans

Throughout the colonies, many enslaved African-Americans pursued the possibility of a bounty greater than land. Risking severe punishment and possibly their lives by running away to join one side or the other during the war, they sought the freedom that was offered or at least implied. Afterwards they faced a harsh reality -- in most cases the promises were worthless. Those who joined with the British army were often abandoned or resold into slavery. And in possibly a more cruel twist of fate, the colonial patriots' talk of liberty and freedom ultimately

did not apply to thousands of black Americans who were employed as soldiers, sailors, wagoners, cooks and in many other ways. Those white colonists who saw the inconsistency between the quest for independence from England and the institution of black servitude continued their appeals for total abolition, usually with little success.

However, the seeds of change were planted and by 1782 Virginia banned the importation of slaves to the state and allowed individual slaveholders to free their slaves if they wished. Few people took advantage of the new law and continued to depend upon slave labor. As planters and farmers in Virginia began to move away from tobacco as a primary cash crop and towards wheat and other exportable grains, slave labor did become somewhat more diversified. The less labor-intensive crops allowed slaves to be taught skills that would enable them to carry out a variety of new tasks on farms and plantations. Many moved out of the fields away from the watchful eye of the overseer and into the world of plantation-related trade and commerce. Still enslaved but with greater opportunity to deal with the white man's world, a few even learned to read and write. Others interacted with the free black community and gained support and ideas for new ways of resistance.

In reality, for most slaves life held little change following the Revolution. By 1808, importing slaves was forbidden by law which meant fewer new Africans arrived. Modern-day archaeology, however, has found evidence that within American slave communities, some cultural traditions persisted long after the last Africans were brought over. Cowrie shells, pierced coins, and a variety of gaming pieces found at eighteenth- and nineteenth-century slave sites are similar to items seen by travelers in West Africa during the same time period. These small fragments may indicate that the African-American slaves continued to value a heritage with which they had never had direct contact.

Women

During the 18th century, the roles for men and women in domestic, social and economic arenas were clearly defined. The war years saw little change in the traditional status of women. For some, the war allowed them to actively participate. On the home front they raised money and helped to make supplies. Some accompanied their husbands to the battlefields where they served as seamstresses, cooks and nurses. Others successfully oversaw the management of businesses, farms and plantations in the absence of husbands and fathers. Few women expected a redefinition of their traditional roles because of the Revolution. Instead, women like Abigail Adams, who encouraged their husbands to "remember the ladies" as the new government was established, were merely asking for recognition that their identity as wife, mother, and helpmate was important. While the ideals of "liberty for all" did not permit women to vote or actively participate in the business of government, few expected it. Skillfully running a household and caring for the family continued to be vital contributions as the new republic began to emerge.

For wealthy white women, the years following the Revolution saw some changes in what was considered appropriate formal education. A few schools opened, mainly in northeastern states, where women could study subjects previously limited to men such as law and medicine.

But it would be many years before most women would be (or wanted to be) accepted into the professional world. As the number of towns increased in Virginia, it became more common to see a few women in business for themselves as milliners, seamstresses, and midwives or running ordinaries or taverns. However, since most of the population remained on small farms, women continued to work along side their husbands improving their lives and those of their families.

Health Care

Farm women had little need for specialized academic training. From one generation to the next, they learned traditional domestic roles which included caring for themselves and their families when they became sick. The Revolution did little to change the fact that doctors were a luxury few could afford, and with most people living in rural areas, there was limited access to professional medical treatment. Those who could read may have owned a copy of *Every Man his own Doctor*, or *The Poor Planter's Physician*. Written by an English-born doctor who practiced in Virginia, it was intended to meet the needs of those who lived in rural areas. Home health care was still the primary form of dealing with illness. Herbs and plants grown in small garden plots or gathered from nearby woods along with a few specialized items imported from England could provide a well-stocked home medicine chest.

In the years just prior to the Revolutionary War two medical colleges opened in the colonies but only a few men took advantage of them. Instead, those who wished to become doctors studied as apprentices where they learned how to make and dispense medicines, treat illnesses, perform surgery, and take care of dental needs! There was little specialization in the field of medicine at the end of the 18th century.

There were also few changes in the science of medicine at this time. Doctors were still treating symptoms rather than the causes of illness, and the concept that bacteria and germs could spread disease was still unknown. The ancient theory that a healthy body could only happen if the four primary elements or "humors" were in balance was still the guiding force behind most medical treatment.

REVOLUTIONARY VIRGINIA! USING PRIMARY SOURCES

Historians search for clues or evidence about the past. The clues are then used to interpret the past. **Primary sources** are one kind of clue historians use and include records or documents that were written at the time something happened. Examples of primary source documents include: **letters, journals and diaries; ledger account books, receipts and wills and inventories** or other **business records; government records** such as **petitions, land records, birth and death certificates and census information; and newspaper articles and advertisements**. **Maps, pictures and photographs** are primary sources, too. A book can eventually become a primary source if it survives to become an example of what people during a particular time period were reading. Primary source documents [photographic or photo copies] included in this program are: *Everyman his own Doctor*, von Steuben's Regulations, a land warrant, a Virginia Gazette advertisement for land, and a Virginia Gazette advertisement for goods available in a store.

Archaeologists, who are also like detectives, study everyday objects that people used long ago. Information about those groups of people who were unable to write or not allowed to leave written documents often survives primarily in the form of everyday objects. Tools, household goods, personal items, buildings, and clothing are examples of **artifacts** that provide clues about the past. Many everyday objects were simply thrown away or discarded when they became broken or worn out and are eventually found in fragment form in trash pits, cellars, or simply below ground covered by layers of dirt which accumulated over the years. Sometimes artifacts survive in their entirety and are passed down from one generation to the next with some eventually being placed in museums. Artifacts [reproductions] included in this program are: a tooth key, a bag of cloves, a mortar and pestle, oyster shells, coins, state currencies and tobacco notes; cowrie shells, lead dice, musket ball, lead pencil, tin plate or cup, and a soldier's sewing kit.

In order to understand and interpret the past, historians often rely on a **combination** of primary source documents and artifacts to give a more complete picture. With enough primary source-based information, generalizations can be made and conclusions drawn.

When analyzing primary source materials, especially written documents, one should keep in mind the following:

- The **involvement** of the writer with the activity being described.
- The **objectivity** or personal biases/prejudices on the part of the writer.
- The chance for **error** on the part of the person completing a form or record (such as a birth certificate or census).

- Does the vocabulary or style of writing have the same **meaning** today as it did when the document was written?
- Does the document give a **complete picture**, or all "sides to the story"?
- How could **more information** be found to **support** or **disprove** what is in the document?
- Is this document **unique** or can it be used to **generalize** about a group of people or a particular event?
- What **conclusions** can be drawn about a person or particular group of people who might have left this (or similar) documents?

When analyzing primary source materials such as artifacts, keep in mind the following:

- What else is needed to **define the artifact** and its use or purpose?
- Where could one go to **find additional information**?
- If the object is **unfamiliar or out-of-date**, why is it no longer being used? What replaced it and why?
- What **hypotheses** can be made about a person or particular group of people who might have used this (or similar) artifacts?

REVOLUTIONARY VIRGINIA! ARTIFACT LIST

RED CHALLENGE Using these primary sources: How did people around the time of the Revolutionary War take care of their medical problems?

Every Man his own Doctor or The Poor Planter's Physician - written by John Tennent, an English physician who practiced medicine in Spotsylvania County, Virginia. The book was published in Williamsburg in 1734 and was intended to provide information for those rural Virginians who were unable to seek professional medical help. The book was not widely respected by members of the trained medical community.

Tooth Key - a tool designed to extract teeth by twisting the tooth from the mouth. Often a portion of the tooth's root would remain embedded in the gum.

Cloves - a home health remedy; when the clove was chewed an oil was released which contained an anesthetic that would deaden pain from a toothache.

Horehound Lozenges - Horehound was grown in kitchen gardens and could be made into lozenges to soothe sore throats.

Mortar and Pestle - Almost every home would have a mortar and pestle to use to grind herbs and spices for food and medicines. They were most commonly made of wood, but sometimes were made of marble.

Related Artifact on Presentation Table:

Scales - Used to weigh medicines as specified in the doctor's pharmacopeia. A very small weight was called a "scruple". If a doctor continued to practice medicine after losing his scruples, he could poison his patient.

GREEN CHALLENGE Using these primary sources: What did people need to buy, and how did they pay for it?

Spanish Dollar - the Spanish dollar or peso (also known as a piece of eight because it could literally be cut into sections representing smaller amounts of money) was the most commonly circulated coin in the colonies. In 1792, when the new United States Congress began minting money, they chose to call one of their decimal-based coins a "dollar" since the term was widely known. The term "quarter" was used for a new twenty-five cent piece and related back to the practice of cutting the dollar coin into four pieces.

State Currencies - during the period of the Revolution a shortage of coins (hard cash) led individual colonies to issue paper currency in order to pay for military and government expenses. (British law generally prohibited the issuance of money by the colonies.) By the end of the war various paper currencies were not negotiable across most state lines, and were usually worthless no matter where they were used.

Virginia Currency - the General Assembly permitted Virginia to issue paper money starting in 1755 as a means to cover military expenses incurred in the area of the colony's western frontier. Virginia was the last colony to issue paper money, probably because of the practice of using tobacco notes as a form of currency.

Tobacco Notes - were a form of currency in Virginia. The notes were actually receipts issued at the public warehouses where tobacco was stored prior to shipment abroad. The recipient of the receipt could use the note as legal tender and it often passed from one person to another as goods and services were exchanged. At any point the current holder of the note could redeem it at the warehouse for the cash value of the specific amount of tobacco noted on its face. There was obviously a risk in accepting a tobacco note since there was no fixed value per se. Rather the note represented the amount the tobacco was worth at the time of redemption. To accept a tobacco note was to engage in a certain amount of speculation. (Copy used with permission from Colonial Williamsburg Research Library)

Virginia Gazette advertisement for consumer goods - This advertisement is included to give students information about the kinds of products available in stores in this region during the 1770's (this ad is pre-war). How does this ad differ from advertisements in newspapers today?

Coffee, earthenware, candelmas - Each of these is an example of items the farmer would have to purchase. Coffee was imported to ports in the Tidewater region. Earthenware was made both locally and in England. Items such as the candelmas, and most other manufactured goods, would have been shipped to Virginia from England.

Related Artifact on Presentation Table: **Dutch Oven, Virginia Gazette**

BLUE CHALLENGE Using these primary sources: How did people in Virginia decide where to live?

Frye-Jefferson Map of Virginia - This edition was printed in 1755. It is recognized as one of the most accurate 18th-century maps of Virginia.

Land sale advertisement - from the Virginia Gazette. Thomas Nelson Jr. from the Yorktown area is advertising some land that is good for fishing and oysters.

Engraving of transporting tobacco - This engraving depicts four different methods of transporting tobacco by land and water. Most plantations were built with easy access to a river for shipping back to England.

Twist of tobacco - Tobacco was often dried in twists and sold in this form. York County tobacco was highly valued in England for its mild flavor and smoothness.

Cowry shells - Shells have been found by archaeologists on numerous 18th c. excavations. They may have been carried or attached to clothing by enslaved Africans for spiritual or decorative purposes and may represent a legacy of African tradition passed from one generation to the next.

Hoe head - This forged metal tool represents the labor that farmers and their slaves did to raise the tobacco crop. 18th.-century hoes were broader and heavier than 17th-century English hoes, an adaptation to the heavy clay soils of Virginia.

Related Artifact on Presentation Table: **Pierced Tin Lantern**

YELLOW CHALLENGE Using these primary sources: What can you tell me about the life of a Revolutionary war soldier?

von Steuben's Regulations for the Order and Discipline of the Troops of the United States - Baron von Steuben was an officer in the Prussian army who came to the attention of Benjamin Franklin in Paris in 1777. Franklin recommended him to George Washington, and reporting to Valley Forge in February 1778, won an appointment as inspector General and orders to train the dispirited Continental army as an effective fighting machine. During the process of training the army, von Steuben wrote down the drill instructions in brief installments. These notes, originally in French, became the *Regulations for the Order and Discipline of the Troops of the United States*.

Soldier's Haversack - The canvas haversack and backpack were the luggage of the Continental Army soldier. Everything he needed was to be packed into these bags. Items that would normally be found in a haversack include a bone comb, tobacco, a deck of playing cards, a tin plate and cup, a sewing kit, a piece of hardbread to eat on the march, etc.

Cloth bag of beans or peas - Continental Army soldiers were promised daily rations when they joined the army. Whether they received those rations or not depended on the weather (problems transporting goods occurred when roads were muddy), the ability of the government to procure rations, and the amount of corruption in the quartermaster's office. Daily rations included one pound of bread, one pound of beef or salt fish, 3/4 pound of pork, one half pint of dried peas or beans, some rum or whiskey, and occasionally rice, milk, or vegetables.

Tin plate or cup - Tin was chosen for soldier's utensils because of its light weight and durability.

Soldier's sewing kit - Soldiers took care of their own uniforms, although women of the army were sometimes paid to mend and do laundry. Missing buttons and ripped seams could add to the discomfort of a cold winter's day or night on guard duty.

Musket ball, lead dice, lead pencil - Lead musket balls were sometimes shaped into dice by the soldiers who wanted to use them for gambling. Gambling was against regulations in Washington's army, but probably occurred regularly. A musket ball could also be shaped into a lead pencil to use to write letters or keep a journal. Many soldiers did not know how to read and write.

Pack of cards or jaw harp - Used by soldiers to entertain themselves when they had leisure time. Armies seldom moved or fought in the winter during the eighteenth century, due to poor roads and weather. Soldiers lived in crowded, dark, crudely built huts, or winter quarters, and passed the hours away when not on duty the best way they could.

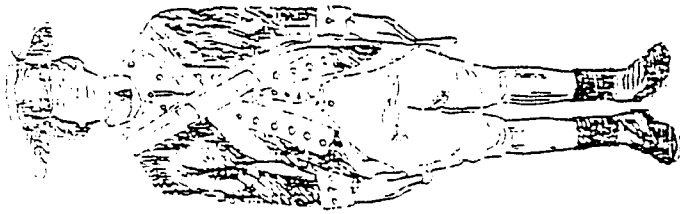
Related artifact on Presentation Table: **Regimental Coat**

Primary Source Fun

Historians use primary sources to answer questions about life in the past. If you keep a diary today, it might become a primary source about the 1990's for historians two hundred years from now.

Below is a list of primary sources. Some were written in the late 1700's around the time of the American Revolution, and some are from the present day. Circle the time period beside the primary source. Are some of the primary sources from the 1700's still important today? Be prepared to explain your answer.

Declaration of Independence	1700's	1900's
TV Guide	1700's	1900's
Constitution of the United States	1700's	1900's
An MTV video	1700's	1900's
<i>Common Sense</i> , by Thomas Paine	1700's	1900's
A copy of People magazine	1700's	1900's
Road Map of Interstate 64	1700's	1900's



Drills in the Revolutionary War period were necessary to form an effective army, Baron Von Steuben's manual gave the Americans uniform standards that helped to win the war.

For the officers:

The commanding officer of each company is charged with the instruction of his recruits...

The recruits must be taken singly, and first taught to put on their accoutrements and carry themselves properly.

For the recruits:

When learning to march, he must take the greatest pains to acquire a firm step and a proper balance, practicing himself at all his leisure hours.

From Baron Von Steuben's Regulations of 1778

The position of a Soldier without arms:

He is to stand straight and firm upon his legs, with the head turned to the right to far as to bring the left eye over the waist-coat buttons; the heels two inches apart; the toes turned out; the belly drawn in a little, but without constraint; the breast a little projected; the shoulders square to the front and kept back; and the hands hanging down the sides; with the palms close to the thighs.

ATTENTION!



The Facings:

To the Right, — Face!

1st. Turn briskly on both heels to the right, lifting up the toes a little, and describing the quarter of a circle.

2nd. Bring back the right foot to its proper position, without stamping.

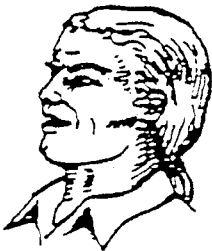
RIGHT FACE!

A DAY IN THE LIFE OF...

Choose one of the three people pictured below and imagine yourself to be that person living in the last quarter of the 18th century. How would things have changed (or stayed the same) because of the Revolution? Write a "diary entry" that reflects a typical day in the life of your character.







Famous People of the American Revolution

Match the names with the information provided.

- | | |
|------------------------------|--|
| 1)George Washington | ——Minister for George III |
| 2)Thomas Nelson Jr. | ——24 year old French General at the Siege of Yorktown 1781 |
| 3)Patrick Henry | ——"The British are coming! The British are coming!" |
| 4)Benjamin Franklin | ——Mohawk Indian war chief |
| 5)Comte Rochambeau | ——British Commander who Surrendered to General Washington in Yorktown 1781 |
| 6)Baron von Steuben | ——Commander-in-Chief of the American Army |
| 7)Paul Revere | ——Commander of the French fleet at the Siege of Yorktown |
| 8)Marquis De Lafayette | ——African American spy |
| 9)John Paul Jones | ——Servant of General George Washington |
| 10)Benedict Arnold | ——First Lady of the United States of America |
| 11)Lord Charles Cornwallis | ——Writer of The Declaration of Independence |
| 12)Comte De Grasse | ——King of Great Britain and Ireland |
| 13)James Armistead Lafayette | ——Virginian Signer of the Declaration of Independence |
| 14)Martha Custis Washington | ——American General turned traitor |
| 15)William "Billy" Lee | ——Publisher of Poor Richard's Almanac |
| 16)Joseph Brant | ——"Give me liberty or give me death!" |
| 17)Mary Ludwig Hayes | ——Better known as "Molly Pitcher" |
| 18)Lord Frederick North | ——Prussian drill master at Valley Forge |
| 19)King George III | ——Captain of the <u>Bonhomme Richard</u> |
| 20)Thomas Jefferson | ——Commander of the French Forces in America |

FRY-JEFFERSON MAP OF VIRGINIA AND MARYLAND

Pictures can be primary sources too! Think of all the information you can get about places, people, and events from paintings and photographs. An old saying is that every picture tells a story, and that is certainly true for historians. You may even learn something about the artist and his viewpoint!

When you look at a picture as a historian would look at it, use the steps listed below.

Identify the people, places, and events in the picture.

Analyze the picture for additional information. For example:

What are the people in the picture doing? What is their relationship to each other?

How is the place shown in the picture important in the story the picture tells?

Why did the artist decide to show this event? Is the event in the picture unusual, or is it a picture of daily life?

Form Hypotheses based on your observations.

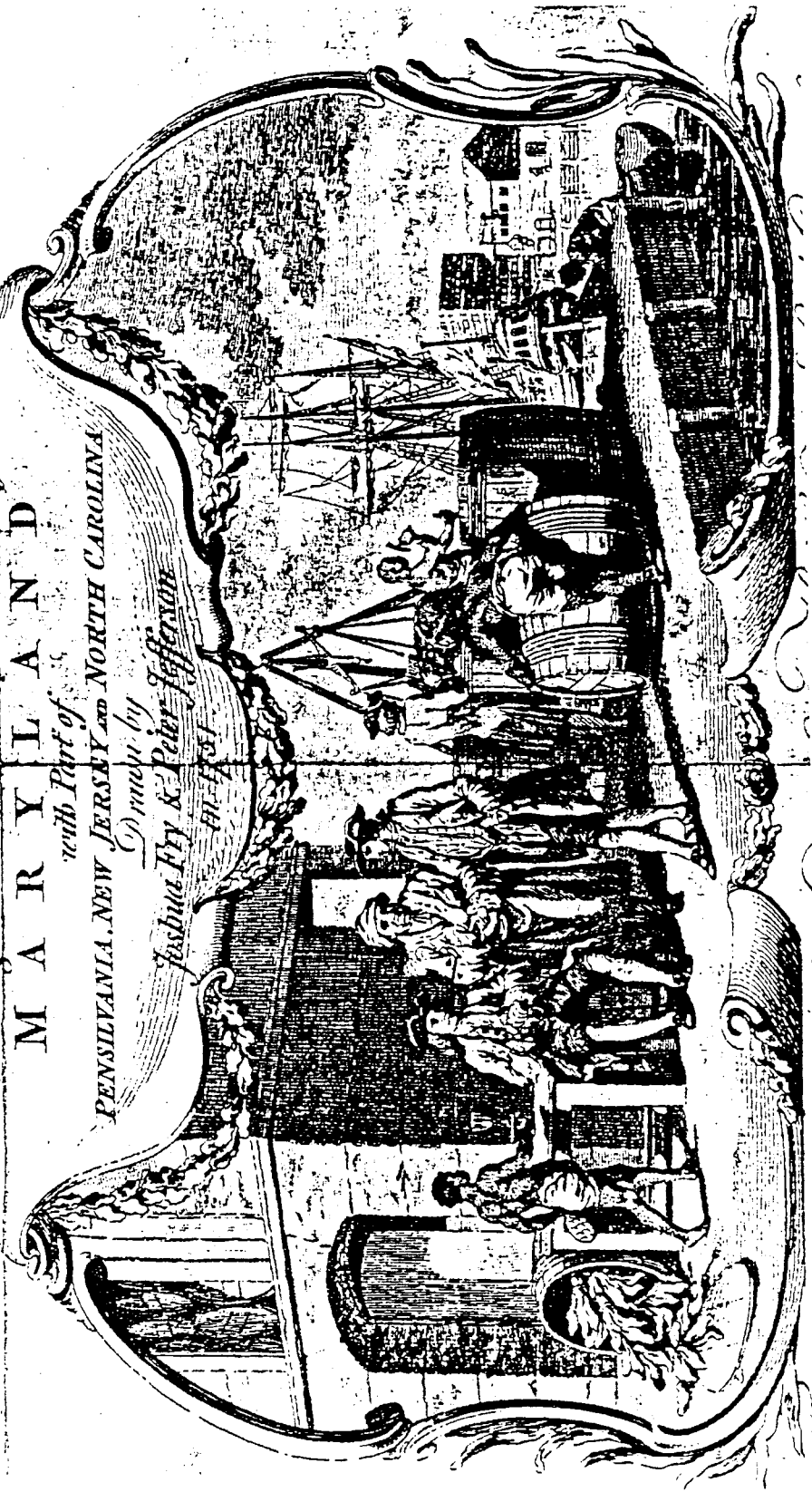
The picture you see here is a *cartouche*, (an oval or oblong drawing with a picture on it that relates to a larger map or drawing) from the Fry-Jefferson Map of Virginia and Maryland, published in 1751. Can you answer these questions from the clues in the *cartouche*?

Questions

1. Examine the picture closely. Where is this scene taking place? What clues tell you that you are right? What is in the barrels? What do you think the building in the picture might be?
2. What do you think were the jobs of the people in the picture? How do you know?
3. Why did the artist choose this scene to place on a map of Virginia and Maryland in 1751?
4. List three things that you learned from looking at this picture, about life in 1751.

A MAP of
the most INHABITED part of
VIRGINIA
containing the whole PROVINCE of

MARYLAND
with Part of
PENNSYLVANIA, NEW JERSEY and NORTH CAROLINA
Drawn by
Joshua Fry & Peter Jefferson
1751



American Revolution Name Search

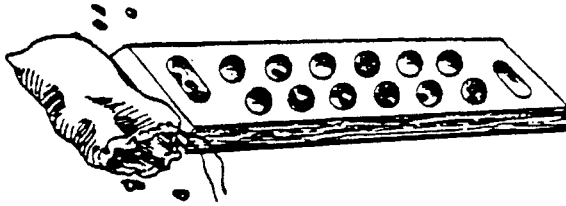
Washington
Franklin
Revere
Arnold

Nelson
Rochambeau
Lafayette
Cornwallis

Henry
Von Steuben
Jones
De Grasse

w	s	x	r	v	l	a	f	a	y	e	t	t	e	b
c	g	i	o	j	v	k	r	a	r	t	m	c	z	v
o	b	w	t	d	l	f	v	f	n	a	y	e	f	t
o	s	a	j	u	v	j	o	n	e	s	n	w	r	z
q	r	s	d	s	t	y	n	h	h	i	o	a	a	w
r	e	h	e	a	e	s	s	y	q	z	c	u	n	y
d	e	i	g	s	f	r	t	e	g	i	z	c	k	d
s	s	n	r	r	t	l	e	d	b	x	r	b	l	o
a	g	g	a	w	q	t	u	v	r	i	z	o	i	v
m	s	t	s	c	b	a	b	q	e	h	n	z	n	c
r	k	o	s	n	i	k	e	u	t	r	m	n	h	i
a	e	n	e	l	s	o	n	r	a	q	e	w	z	k
g	i	z	k	n	t	h	a	c	m	e	x	y	r	n
f	e	z	r	o	c	h	a	m	b	e	a	u	k	t
d	s	i	l	l	a	w	n	r	o	c	t	q	s	s

MANKALA



Mankala is a counting game from Africa. Archaeologists excavating slave quarters in Virginia have discovered cowry shells, shiny river stones, and shaped pottery pieces which could have been playing pieces for this game of strategy.

Object: Collect more stones in your bin than your opponent. A player's bin is on their left.

To Start: Place 3 stones in each of the 12 pits. Each player works the 6 pits on their side.

First Move: Player picks up all of the stones from any one pit on their side of the board and distributes them clockwise, sowing one stone in each pit and their home bin, but not in their opponent's bin.

Move Continues: If the last stone falls in a loaded pit on your side, the stones are lifted and the sowing continues. If the last stone lands in an opponent's pit, the move ends.

Next Move: The opponent picks up stones from any one of their pits and sows them clockwise.

Bonus Move: When the last stone lands in your own bin, you may start a new turn. Players can continue to win bonus turns when each play ends up in their home bin.

Move Ends: When the last stone falls into any pit on the opponent's side.

Capture: If your last stone falls into an empty pit on your side, you may lift any stones in the opposite pit and place them in your home bin.

Rules:

- Players cannot touch the stones, except to move.
- Sow stones clockwise only.
- Sow only one stone per pit.
- Sow stones in your home bin but not in the opponent's home bin.

Game Over: When a player's pits are cleared of all stones. The opponent then takes all the remaining stones from the board and adds them to their own bin.

Winner: Player who has the most stones in their home bin when the board is cleared.