



COLONIAL LIFE

Education Program



**JAMESTOWN-YORKTOWN
FOUNDATION**

COLONIAL LIFE

Introduction

The Jamestown-Yorktown Foundation is an agency of the Commonwealth of Virginia that operates the **Jamestown Settlement** and **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 of America.

"Colonial Life" -- presented either as an outreach program or on-site at the **Yorktown Victory Center** -- is designed to provide students with an overview of daily life on a farm in 18th-century Virginia. Through a combination of experiences including hands-on artifact analysis, a guided tour of the Yorktown Victory Center, and the activities in this booklet, students will be able to:

1. Explain some of the differences between 18th-century Virginia society and our society today.
2. Describe three jobs performed by women on an 18th-century farm and three responsibilities of men on a small farm.
3. Name some of the crops grown on a small farm in colonial Virginia and explain for what purpose they were grown.
4. Compare different lifestyles during the 18th century and discuss the relationships among blacks, whites, males, females, adults and children during this period.

This booklet is designed to provide teachers with information and activities that will help students participating in the "Colonial Life" program gain the most from their experience. The booklet is divided into two sections. The **Background Information** section provides two essays explaining the life of a common Virginia planter's family on the eve of the American Revolution and the experience of African-Americans living in Virginia during the same time period. A selected bibliography is also provided to encourage further study. The **Activities** section is designed to prepare students for their visit as well as to reinforce and apply knowledge gained from the on-site "Colonial Life" program. This section includes related vocabulary as well as activities and readings that allow students to analyze information and better understand the lives of both black and white Virginians in the 18th century. The activities are designed to meet the needs of both younger and older students.

We hope you find this booklet useful, and will help us improve our educational materials by completing and returning the **Teacher Evaluation** at the back of this booklet.

LIFE IN REVOLUTIONARY VIRGINIA

Background Information

In 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.

A small farmer living in Virginia about the time of the American Revolution was probably concerned mainly with surviving and trying to improve the lives of himself and his family. Whether he was a recent immigrant from England, Scotland, Ireland or Germany, or a native Virginian, he probably hoped to improve his life by earning enough money to secure more land and nicer possessions.

To do this planters grew some type of **cash crop** that could be sold for money to buy needed tools, livestock, and household goods which could not be produced on the farm. Before the American Revolution, **tobacco** was the crop that most Virginians grew and sold to English and Scottish **merchants**. Toward the end of the 18th century, however, many farmers began growing grains like wheat, rye, oats and corn. These crops took fewer workers to grow, did not deplete the nutrients in the soil the way tobacco did, and were in great demand in Europe and the West Indies. Although many Virginians began growing these grains, tobacco continued to be Virginia's largest export crop, and still is today!

Tobacco planters usually relied on indentured servants or slaves to help work the fields. Each additional worker could cultivate about three acres of tobacco, but workers were expensive. Planters had to balance the cost of buying a slave or hiring a servant against the profit they expected to gain from selling their crops at the end of the year. Small planters usually had fewer than ten slaves and many had only one or two slaves. [Please see the reading entitled "People As Property" to learn more about the lives of African-Americans in Virginia.]

In addition to growing a primary cash crop farmers also grew a variety of other things. Virginia farmers raised vegetables like corn, beans, peas, carrots and cabbage to eat. **Corn** was an important crop because it provided food for humans - - eaten fresh or ground for corn meal flour - food for farm animals; and the husks could be used to make mats or to stuff in mattresses.

Animals served many uses on Virginia farms. Oxen and horses were strong work animals that could be used to pull carts and wagons, plow the fields and carry tobacco from the farm to the tobacco inspection warehouse. Farmers also raised pigs, cows, goats and chickens for food. Pigs were slaughtered for meat, lard, soap

and candles for the farm. Sheep were raised for wool which could be spun into yarn and then knit or woven into cloth. Beef from cattle was a popular food on Virginia farms, and both cows and goats produced milk for butter and cheese. Chickens, geese and turkeys provided eggs, meat and feathers. Deer, fowl and other game were hunted to supplement the family diet.

Unlike the wealthy planters who lived in great houses on large plantations, the average Virginia farmer had a small house, with one or two other wooden buildings on his plot of land. A typical farm family, consisting of a mother and father and four to six children, lived in a one or two-room wooden house that was often no larger than 16 by 20 feet, or about the size of a garage today. These houses usually had a chimney and fireplace with space for storage or sleeping in an upstairs loft. Some had wooden floors, but many simply had dirt floors. If the farmer had carpentry skills he might have built his home himself, but if not, he would hire a carpenter to do the work for him, often in exchange for farm products or return labor. The kitchen, smokehouse and storage buildings were usually separate from the main house. If the farmer owned slaves, they may have lived in one of these **outbuildings** or in a cabin nearby.

The planter's main job was to raise the cash crop, but those who lived on small farms performed many other jobs as well. Depending on their skills, men built and repaired buildings, fences and simple furniture for the household. Hunting, to feed the family and to keep pests away from crops and livestock, was another important part of most farmers' work. Items not produced on the farm were purchased from local merchants or imported from England. Sometimes the planter paid cash for these goods, but he usually bought on credit and paid off his account when he sold his next crop of tobacco or wheat. Virginia planters who were land owners had civic duties as well, such as paying taxes, voting and participating in county courts as jurors. Men between the ages of 16 and 60 were also required to serve in the county **militia**. They were required to **muster** several times each year, and had to provide their own gun and ammunition. Militia units were used to keep the peace, fight Indians and put down slave rebellions, if necessary. Muster days also served as good opportunities for men to gather with their friends and neighbors.

Work on the small farm or plantation was determined by the season, and certain jobs were performed at the same time each year. For tobacco planters, seeds were planted in flats in January, fields prepared in the early spring, and seedlings transplanted around May. The summer was spent worming, weeding and topping the tobacco plants to ensure good quality tobacco would be harvested by September. During the fall the tobacco was hung in **tobacco barns** and cured or dried, then packed or **prized** into wooden barrels called **hogsheads** to be taken to the inspection warehouse down by the river. The process of growing and selling tobacco took a great deal of time and lasted until the following spring when the hogsheads were loaded onto ships and sent to England for sale. Growing grains like wheat and oats took less time, and the growing season was much shorter. Wheat and oats required little attention between planting in early spring and harvesting in June and July. The

slack times throughout the year were good times to repair tools, fences and buildings, cut timber, shuck and grind corn, manure the fields, and ship the last season's grain to market.

The busy life of women on Virginia farms fit into the seasonal cycles and the growing season of the cash crop as well. In the winter and spring the spinning was done. In the late summer and fall, women dried and stored fruits and vegetables for winter meals. Hogs were butchered in the fall and the meat made into sausage or salted and smoked for preservation. Tallow candles and lye soap were made with leftover fat from the slaughter. Planters' wives often grew herbs such as spearmint, peppermint, lavender, rosemary and parsley which were used to season foods and make home health care remedies. Another common crop on Virginia farms was **flax**. The long, tough fibers inside the flax plant could be spun on a spinning wheel to make linen thread which was later woven into linen cloth for clothing and bedding. Throughout the year women cooked, knit and sewed clothing, tended the livestock and raised the children. On some small farms women worked in the fields, helping to grow crops, but most women spent their time running the household.

Children's chores and education varied, depending on whether they were boys or girls. Very young children were under their mother's care. Public schools were not available in early Virginia, so children often learned everything they needed to know at home. Formal education was usually only considered for boys because they were expected to learn how to run the farm, how to make purchases and how to deal with finances. If his parents were literate, a young boy might be taught reading, writing and arithmetic at home. Most young girls learned to cook, spin and sew from their mothers, and might have learned to write their names and read the Bible. Few Virginians could afford to own many books; many owned only a Bible. Children's books, which were available to the wealthy, often had a **moral** lesson. Aesop's fables were among the most popular children's stories. Some older boys (and a few girls) worked for a master craftsman as **apprentices**. While serving their five to seven-year apprenticeship, they not only helped their master do important work, but also learned the skills of the trade and received an education as well.

Farm families did all of this work to keep themselves alive and healthy and to try to improve their lives from year to year. Many white families in Virginia actually did improve their lives by a modest amount during the years before the American Revolution. Although very few Virginia families became a great deal wealthier, these modest gains made many farmers very content with their lifestyle. As the thirteen colonies began to move towards war with England, many small planters faced difficult decisions. Some would support the **patriots'** cause; some maintained their loyalty to the King. Others remained neutral, seeing as their only choice to continue the hard work required to make their farms successful and hope that the outcome of the war would not take away the things they had earned.

PEOPLE AS PROPERTY: AFRICAN-AMERICANS IN EARLY VIRGINIA

A slave is a person who is owned by another person. In colonial times people from the west coast of Africa were captured and shipped to Virginia to work as slaves on **plantations** or small farms where tobacco was the cash crop. These people were usually slaves for their entire lives and could be bought or sold as property.

Virginia was not the first colony in America to allow slavery. In 1501, shortly after Christopher Columbus discovered America, Spanish colonists began shipping African slaves to South America to work on their plantations. In the 1600's English colonists in Virginia began buying Africans to help grow tobacco. The first Africans who arrived in Jamestown in 1619 were probably treated as indentured servants, set free after working for a set number of years. By the 1700's the Virginia Assembly had passed a set of **Black Codes**, or slave laws, which said that slaves were to be slaves for life, and that masters were not allowed to free their slaves unless they first took them out of Virginia.

Africans who arrived as slaves had already suffered many terrible months before reaching Virginia. Most of them lived in tribal villages in western Africa before they were captured in wars or kidnapped by other Africans who traded slaves. The captives were tied together in long human chains called **coffles** and forced to walk many miles to a trading fort on the sea coast. They were then sold to white slave merchants who packed them into large slave ships and shipped them across the ocean to America. The voyage across the Atlantic ocean was called the **middle passage**, and was one of the most frightening experiences that many slaves ever endured. During a four to six week voyage in the cramped hold of the slave ship, as many as one out of five slaves died as a result of mistreatment, filthy conditions and inadequate food and water supplies. Those who survived the middle passage arrived in Virginia tired, weak and sick, and probably terrified.

The slaves' nightmare did not end when the middle passage was over. Once they arrived at a port in Virginia, like the one at **Yorktown**, slaves were brought up on the deck of the ship and sold. Tobacco planters poked and prodded each slave to see if he or she was healthy and strong enough to do the hard work in the tobacco fields. Most slaves had been separated from their families when captured or when sold at the **slave market**. Once they were sold, both men and women were put right to work hoeing in the tobacco fields, usually during the hot Virginia summer. During their first year in Virginia new slaves went through "**seasoning**" which meant letting their bodies get used to the new climate and the many new diseases found in Virginia. Many slaves died within the first year.

Slaves in Virginia faced a life of great hardship. Those on smaller farms often lived in a kitchen or other outbuilding or in crude cabins near the farmer's house. On large tobacco plantations the field slaves usually lived in cabins grouped together in the

slave **quarter**, which was farther away from the master's house but under the watchful eye of an **overseer**. Although large plantations had many slaves, small farms usually had fewer than ten. Living on a small farm often made it hard for black men and women to find wives and husbands to start families. Sometimes white masters split up families and sent parents or children to different places to live and work which also made it difficult to raise a family. As a general rule slaves worked from sunrise to sunset, usually in the tobacco fields. On large plantations some slaves learned trades and worked as blacksmiths, carpenters and coopers or served as cooks and house servants.

At the end of the workday and on Sundays and Christmas, most slaves had a few hours to tend to personal needs. They often spent this time doing their own household chores or working in their own gardens. Many masters allowed their slaves to raise chickens, vegetables and tobacco during their spare time, and sometimes they were allowed to sell these things to earn a small amount of money. When they could, slaves spent their evenings and limited free time visiting friends or family who might live nearby, telling stories, or singing and dancing. Many of these activities combined familiar African traditions with white customs learned in the New World. Some of the slaves' dances were similar to their African tribal dances, and their songs often told stories about how their masters treated them and the injustices of slavery. Some musical instruments used by slaves are believed to be like those used in Africa. The banjo, made out of a hollow gourd, and the drum were two instruments that slaves made and used to create music.

In Virginia, teaching slaves to read and write was generally not encouraged. Some learned secretly, but for those living on small farms where the master's family was not well-educated, there was little opportunity. Black Virginians kept some parts of their African religions as well. The life of a slave was hard and often cruel, and their religion was an important way to remind them that their lives had meaning and dignity.

Most slaves found ways to fight against their masters and resist the hardships of slavery. Some ran away to find family in other parts of the country or escaped to the wilderness to begin a new life. Those who could not escape might attempt to destroy their master's buildings and crops or steal food to feed their families. Such actions were usually met with harsh punishment or death, so many slaves found more subtle ways to resist authority. Prolonging their work, breaking or hiding tools or pretending to be sick, were safe and effective ways to protest their condition.

Not all black Virginians were slaves. From Virginia's early history, a few black people were free. By 1782 there may have been as many as 2,000 free black people living and working in Virginia. Free blacks often worked as farmers and as craftsmen, and some owned property including slaves of their own.

When the American Revolution began black Virginians were faced with difficult choices as well as opportunities. The **patriots'** talk of freedom and liberty excited many black people with the chance of ending their slavery. Many slaves enlisted to fight on both sides of the Revolutionary War with the hopes of gaining their freedom. Virginia's

Royal Governor, Lord Dunmore, offered freedom to any slave owned by a patriot who would run away to fight for the British Army. Nobody knows exactly how many hundreds of Virginia slave men and women escaped to join the British during the war but most of them never secured permanent freedom. Many died of smallpox, others were returned to their masters or were left behind when the British retreated. Many fewer blacks fought on the American side than for England. At the beginning of the war the Continental Army, and most of the thirteen states, would not let black men serve in their units. By the end of the eight year-war though, many blacks were finally allowed to join and fight for the patriotic cause. Other blacks served as drummers, fifers, cooks, wagon drivers and river pilots, many hoping that their service would lead to freedom from slavery.

By the time the American Revolution ended, slaves all over Virginia had come to realize that the patriots' talk of liberty and freedom only meant liberty and freedom for white men. A few who fought for the British were taken to free colonies in Nova Scotia and Sierra Leone. Some of the black men who fought on the American side, primarily those from the northern colonies, were rewarded with their freedom. For most black Virginians though, the hard life of slavery continued just as before the American Revolution. African-Americans found out that Thomas Jefferson's famous statement in the Declaration of Independence that "all men are created equal" did not include black men. It was not until after the American Civil War that all black Virginians gained the freedom promised by the American Revolution.

SUGGESTED READING

For Teachers:

American Slavery, American Freedom: The Ordeal of Colonial Virginia. Edmund S. Morgan. New York: W. W. Norton & Company. 1975.

Colonial Virginians at Play. Jane Carson. Charlottesville: University Press of Virginia, 1965.

Everyday Life in Early America. David Freeman Hawke. New York: Harper & Row. 1988.

Home Life in Colonial Days. Alice Morse Earle. Stockbridge, MA: The Berkshire Traveller Press. 1974

The Negro in Eighteenth-Century Williamsburg. Thad W. Tate. Williamsburg: The Colonial Williamsburg Foundation, 1965.

Tobacco and Slaves. Allan Kulikoff. Chapel Hill: University of North Carolina Press, 1986.

Virginians At Home: Family Life in the Eighteenth Century. Edmund S. Morgan. Williamsburg: The Colonial Williamsburg Foundation. 1952.

For Students:

Black Heroes of the American Revolution. Burke Davis. New York: Harcourt Brace Jovanovich. 1976.

Colonial American Craftsmen. Leonard Fisher. Boston: David R. Godine, Publisher, Inc. 1960.

Colonial Craftsmen and Colonial Living. Edwin Tunis. Cleveland: World Publishing Co. 1957.

Everyday Dress of the American Colonial Period and Early American Trades. Peter F. Copeland. New York: Dover Publications, Inc. 1975, 1980. (Coloring Books)

If You Lived In Colonial Times. Ann McGovern. New York: Scholastic Inc. 1964.

To Be A Slave. Julius Lester. New York: Dial Press. 1968.

COLONIAL LIFE ACTIVITIES

Teacher Information

***1. Colonial Life Vocabulary:** This vocabulary sheet provides the meanings of key words to introduce students to some of the concepts of the program.

***2. Did You Know:** This word scramble exercise provides background on life on a small farm in colonial Virginia. Appropriate for younger students, grades 3-5. Answers provided.

***3. Farm Facts:** Students will identify everyday goods that could be gotten from plants and animals grown on small farms in the eighteenth century.

Answers to "Farm Facts" activity:

Tobacco: money. **Corn:** food for humans and animals; husks for mattresses. **Flax:** linen. **Pigs:** bacon, sausage, ham, lard, soap, candles. **Cows:** milk, meat. **Chickens:** eggs, meal, feathers for beds and pillows.

***4. The Bare Necessities:** Students will compare the ways people filled basic needs in colonial times and the present day. This activity can be done on poster paper or supplemented by pictures, etc., to stimulate creativity and help students learn more about life in colonial times.

***5. Busy Seasons:** Use this activity and the background reading to compare the ways the seasons affected people's lives 200 years ago and today. Illustrate the seasonal charts provided, or conduct this activity on a bulletin or black board to enhance learning. Ask students if they think seasonal changes affect their lives more or less than in colonial times, and why?

6. What Did They Do?: Students will identify the various jobs and responsibilities typically done by people living on a colonial farm.

Answers to "What Did They Do?" activity:

Farmer: planted crops; raised and hunted animals; built and repaired houses, outbuildings, fences; repaired tools; went to market to trade and secure goods; kept financial records; taught similar skills to his sons; oversaw the work of the slaves.

Farmer's Wife: helped with the crops; tended the vegetable and herb gardens; cared for the chickens, gathered eggs, plucked feathers; spun flax and wool; prepared food for storage; helped with the butchering; made soap and candles; cooked; sewed and knitted; provided home health care; cared for the children; taught similar skills to her daughters.

Farmer's Son: learned from his father those skills necessary to run a farm of his own someday.

Farmer's Daughter: learned from her mother those skills necessary to become a wife and mother someday.

Slave: worked in the fields tending crops; cared for the master's animals; tended his own small garden and cared for his own animals (usually chickens); built and/or repaired his own house and possibly his master's; learned special crafts such as blacksmithing, barrel making and carpentry.

7. Food for All: Learn about "hominy," one of the primary foods of both African-Americans and poor white planters in early Virginia. Discuss the many uses of corn and prepare an easy crockpot recipe for hominy in your classroom.

8. The Shepherd's Boy: Students will read a short story with a moral from an 18th-century book for children. Students may then write and illustrate their own "moral tale."

9. Teach Me: Many young men and some young women learned crafts or trades by serving as apprentices under a skilled master. This activity allows students to examine the transcript of a real apprenticeship contract. The questions help students analyze the document to learn about the obligations of master and apprentice in colonial Virginia. Students may also choose their own trade and create their own apprenticeship agreement by filling in the blanks on the sample "Apprenticeship Indenture" provided. Recommended for older students.

Answers to "Teach Me" activity:

1. Peter Powell
2. Matthew Burt
3. The Apprentice agrees to: serve as an Apprentice until 21 years old; faithfully serve his master's commands; willingly obey his master; keep his master's secrets and not waste or lend his master's goods; not get married; not play at cards, dice or other unlawful games; not go to taverns or ordinaries; not be absent from his master's service day or night; and behave himself as an honest and faithful apprentice.
4. The Master agrees to: provide clothing, food, washing and lodging fit for an apprentice.
5. The trade of a wheelwright (wheel maker).
6. A full suit of clothes worth four pounds sterling. (This gift, called "freedom dues," was to help the young man get started in his new life as a journeyman craftsman.)

10. Ball and Cup Math challenge!: Students will construct a toy similar to one enjoyed by children in colonial Virginia. The activity will allow the students to have fun while playing with the toy and at the same time, challenge them with math skills. There is also an option to conduct an experiment. NOTE: The strings for Team B and Team C are nearly identical in length, while the string for Team D is nearly twice as long as the one for Team A. Before any team members have a chance to compare string lengths, ask those students whose strings were measured in centimeters (Team A and Team B) if they think they have longer strings than Teams C and D [because their numbers "appear" larger].

*** Recommended for use as pre-visit activities.**

COLONIAL LIFE VOCABULARY

African-American: A person of African birth or descent who lives in the United States (or the American colonies before 1776).

American Revolution: (1775-1783) The war fought by the American colonies to gain independence from England.

Apprentice: A boy or girl, 14 to 16 years old, who worked for a master craftsman to learn a skilled trade. In return for hard work and strict obedience, the master was usually required to provide training, room and board, education in reading, writing and arithmetic, and upon completion, "freedom dues", usually money, tools or a suit of clothes.

Black Codes: A set of laws enacted by the Virginia Assembly during the 1600's which restricted the freedoms of black people and established the legal basis for lifetime slavery.

Cash Crop: A crop raised mainly to sell for cash or credit.

Coffle: Lines of people, chained together, for the purpose of moving them to a slave market for sale, usually in Africa.

Flax: A plant whose fibers could be processed for spinning into thread which could then be woven into fabric for clothing or linens.

Hogshead: A wooden, barrel-like container used to hold tobacco during shipment from Virginia plantation to English warehouse.

Merchant: A businessman who buys and sells goods, often overseas. Merchants in colonial Virginia bought tobacco from farmers in exchange for credit, goods or cash, and shipped the tobacco to England or Scotland for re-sale.

Middle Passage: The slaves' voyage from Africa to the Americas for sale at a slave market. Slave ships were usually overcrowded and dirty, and many slaves died during the passage.

Militia: A local or county military unit formed to protect against slave uprisings, Indian attacks or other threats to the peace.

Moral: A lesson about right and wrong that is taught in a story, event, or fable.

Muster: The gathering of able-bodied free men between the ages of 16 to 60 to drill as a military unit. These military training days were called "muster days."

Outbuildings: Buildings constructed outside of the main family house and might include a kitchen, smokehouse, dairy and laundry, and on larger plantations a slave quarter.

Overseer: A man who was paid to supervise the work carried out by the slaves and other farm workers.

Patriot: A person who loves his country, in this case an American who supported the cause of freedom from England during the American Revolution.

Plantation: During the 1600's and 1700's, a type of farm that raised a cash crop to be sold or exported.

Planter: A person who owned a farm or plantation where crops, especially tobacco, were grown.

Prize: To press or squeeze tobacco into the hogshead for shipment. Because the cost of shipping a hogshead to England was the same no matter its weight, the smart planter packed as much tobacco as possible into each container. The machine used to squeeze the tobacco into the container was also called a "prize."

Quarter: The land and outbuildings used as living space for slaves, usually separate from the main planter's household.

Seasoning: A word used in colonial times to describe the process of letting one's body get used to the new climate and diseases present in Virginia. Many new arrivals, white and black, died during the "seasoning" process.

Slave: A human being that is owned by another.

Slave Market: A place where slaves were bought and sold. In colonial Virginia this was often on board the slave ship, at taverns or at other auction places.

Tobacco: A plant with large leaves that are dried or cured to use for smoking or chewing or for snuff. Tobacco was the primary cash crop in colonial Virginia and still is today.

Topping: The process of cutting off the top of the tobacco plant to prevent it from flowering. This sent the plant's energies into leaf growth, which made bigger, more profitable leaves.

Yorktown: A port town located on the York River in the eastern end of York County, Virginia. After 1730 Yorktown was the site of a major tobacco inspection warehouse, and became a center for tobacco and slave trade. Yorktown's importance as a trading center had declined by the time of the American Revolutionary War but it was the site for the war's final battle which took place in October, 1781.

Did You Know?

In colonial Virginia, most people lived on small farms of 150 to 200 acres. These Virginians planted vegetable gardens, raised animals and met many of their needs from the farm. They also grew fields of tobacco and corn which they could sell to have money to buy tools or clothing – things they might not be able to make on the farm. Their houses were very simple, usually only one room and possibly a loft for sleeping. Very little furniture would be found in the houses. They might have had a table and a bench or two. Straw-stuffed mattresses thrown on the floor were their beds. Very few of these colonial Virginians would ever know the riches of the fine plantations owned by the Lees, the Jeffersons, or the Washingtons.

Colonial Farm

Look at the picture of the colonial farm. What do you see? Rearrange the letters of the mixed-up words to find out what is on the farm. When you know all the words, read down the boxes and remember where the farm was located.

GALSVEETBE

SKCCIHNE

___ _____

MOFRUSHAE

___ _____

IGP

DOWNI

___ _____

CYENMIH

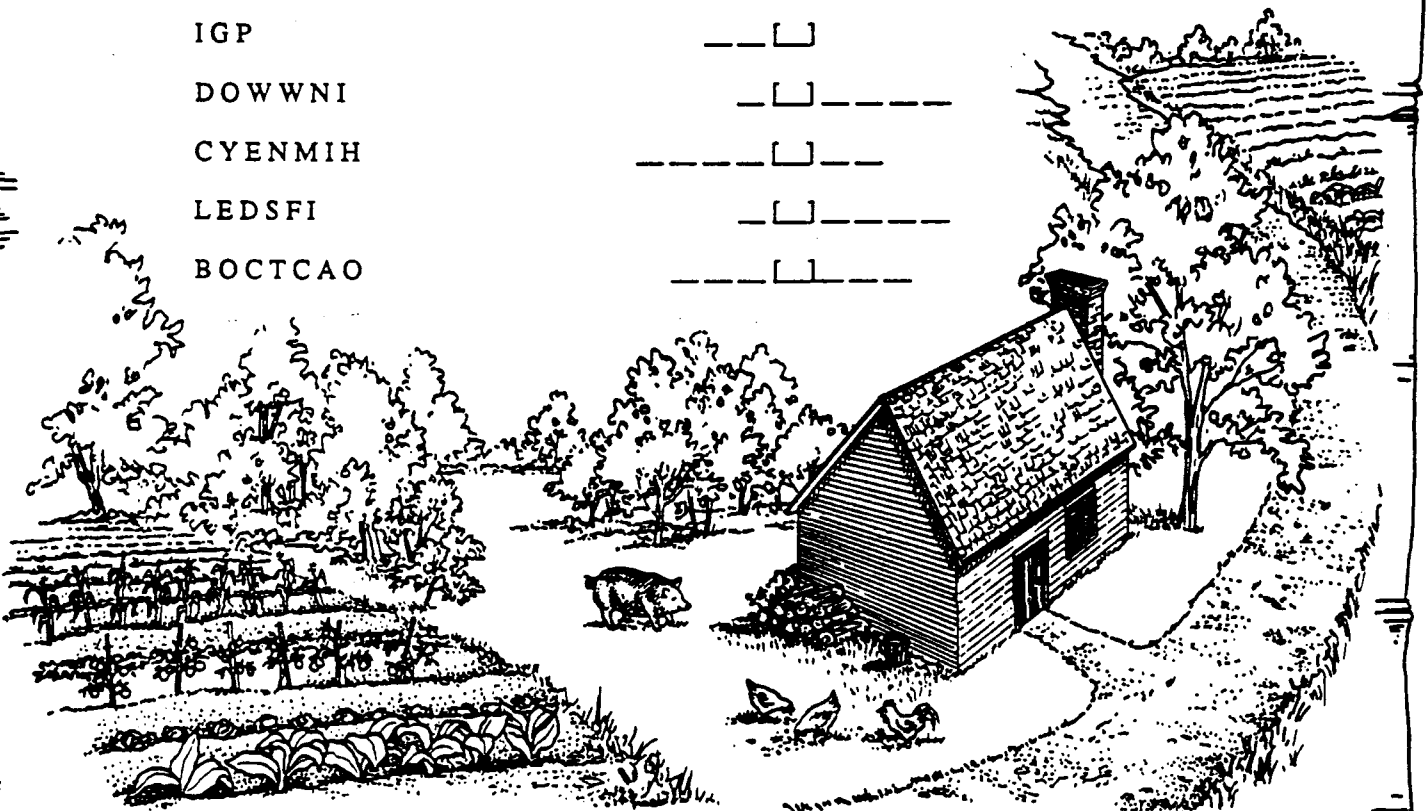
___ _____

LEDSFI

___ _____

BOCTCAO

___ _____



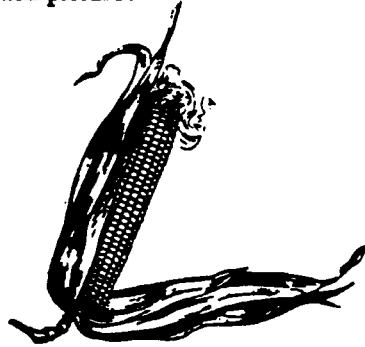
Answers: vegetables, chickens, farmhouse, pig, window, chimney, fields, tobacco. In the boxes: Virginia.

FARM FACTS

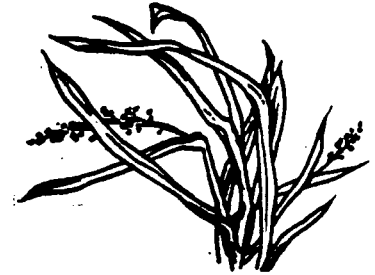
Pictured below are plants and animals which would have been grown or raised by farmers in colonial Virginia. The plants and animals provided people with many different types of goods and products. How many things can you list for each picture?



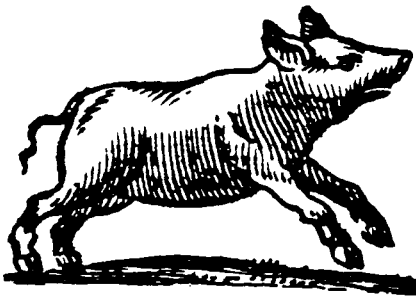
TOBACCO



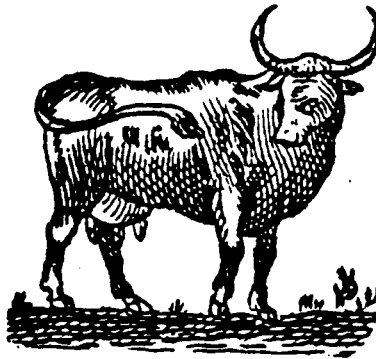
CORN



FLAX



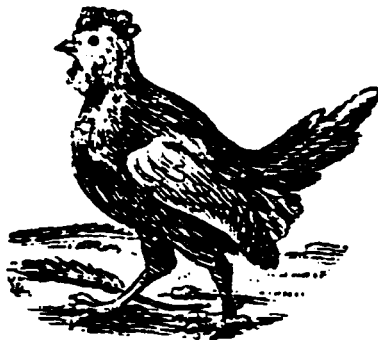
PIGS



COWS



SHEEP



CHICKENS

Animals looked about the same in colonial Virginia as they do today. These pictures look different because they were drawn by artists who lived in the 1700's.

THE BARE NECESSITIES

Life in the 1700's was very different from life today. Think about all the things that make our lives easier. Although colonial Virginians did not have our modern conveniences, they still had the same basic needs which we do today.

Imagine yourself living in the time just before the American Revolution. How would you meet the needs listed in the chart below? Find the answers and fill in the first half of the chart.

Now come back to the present and fill in the other half of the chart, telling how you meet these needs today. Compare your answers in each column. How are they different? How are they similar? If you had been a slave in 18th-century Virginia, what would your answers be?

NEEDS:	18TH CENTURY:	TODAY:
FOOD		
CLOTHING		
MEDICAL CARE		
TRANSPORTATION		
COMMUNICATION		
HEAT AND LIGHT		
ENTERTAINMENT		

WHAT DID THEY DO?

The people pictured below each played important roles on colonial Virginia farms. How many jobs and responsibilities can you list for each person?



A Virginia Farmer



His Wife



Their Daughter



Their Son

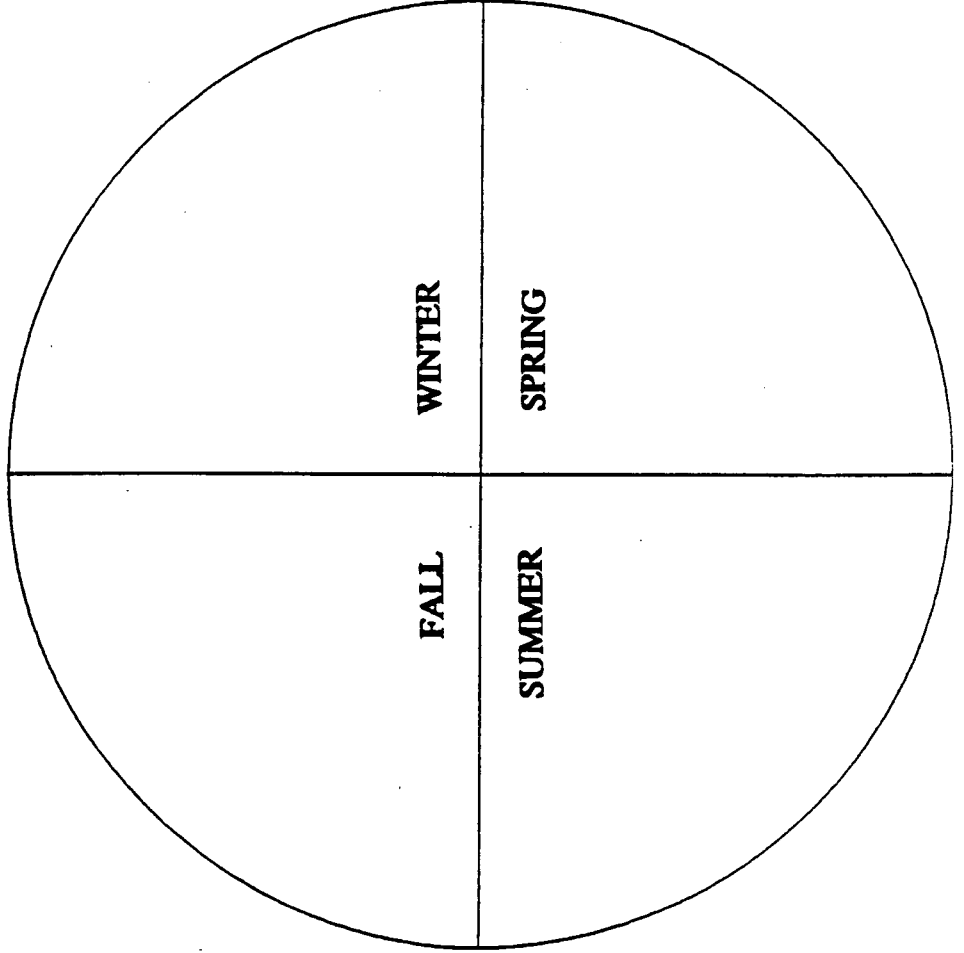


Their African-American Slave

BUSY SEASONS

Work and activities performed on early Virginia farms and plantations were determined by the season of the year. Many routine activities were done at the same time each year because of weather, climate and available time.

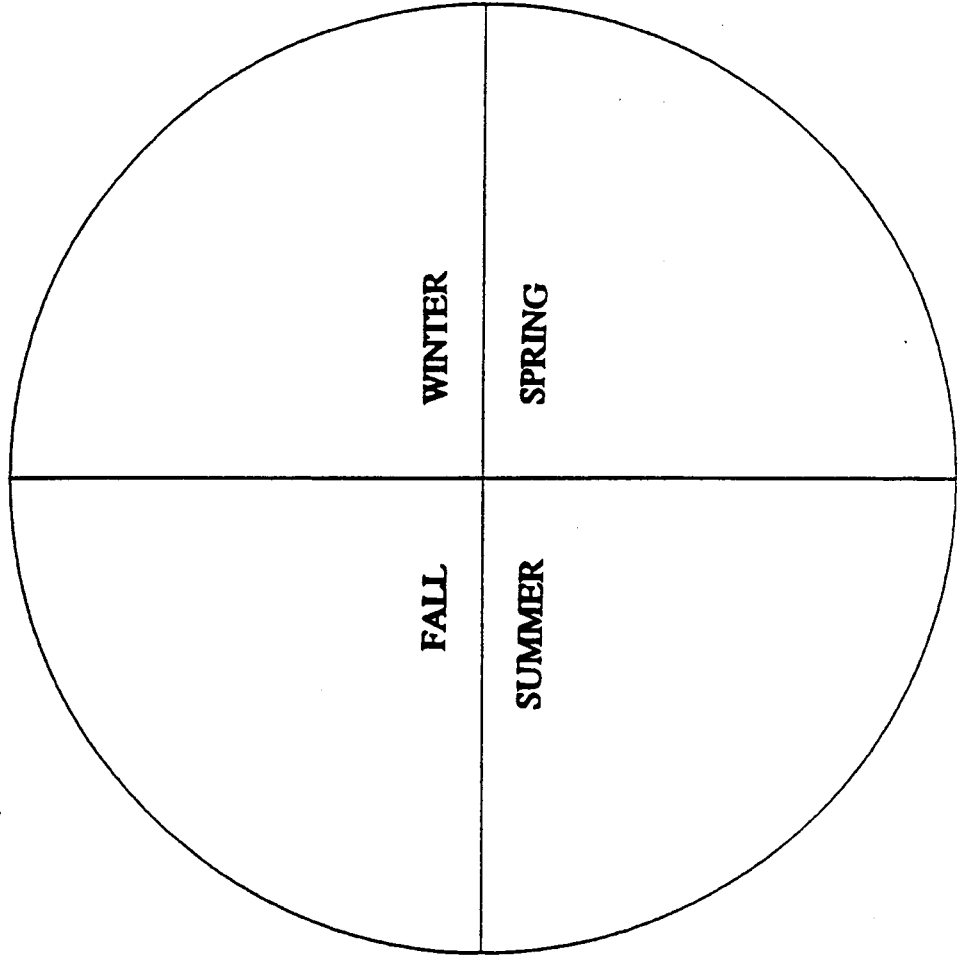
1. Use the background information entitled "Life in Revolutionary Virginia" and/or "People as Property" to fill in the seasonal chart below. Name activities that you think would have occurred on a small farm in colonial Virginia during each season of the year.



You may also draw or cut pictures from magazines to illustrate the activities that you list.

2. How do the changing seasons affect your life? You may use the other seasonal chart to make a list of activities that you and your family do during each season of the year. Illustrate your chart as well.

3. Compare your seasonal chart to the one you have made for the Virginia farm family. How are they different? How are they the same? Why?



FOOD FOR ALL



How many of you have eaten corn as a side dish or in corn bread or corn chowder? Did you know that in early Virginia corn was a staple, or primary, food and source of nutrition for both slaves and white planters alike?

Corn had many uses. It was often eaten right off the cob when fresh, or dried on the ear for future use. The dried corn kernels were later "shucked" off the cob and ground into cornmeal for breads and cakes, or boiled for hominy, mush or grits. Farmers also fed dried corn to chickens, pigs and other animals.

Hominy was made by soaking the dried corn kernels in hot water and gently grinding them in a mortar and pestle to remove the outer hulls from the inner grains. The inner grains were then removed and boiled for several hours to make hominy. Cold, left-over hominy could be fried or eaten as "mush" by pouring milk over it.



Hominy was a common food for many Virginians. Slaves often cooked their hominy with bacon, fat, beans or any food that might add flavor to this bland dish. Poor white planters often ate hominy as an inexpensive way to provide nutrition for their families.

Recipe: Hominy is easy to make. You can make a batch right in your own classroom, using only a crockpot and a few simple ingredients.

For six good servings of plain hominy; combine in crockpot and cook at low heat for at least one hour:

- One 29 ounce can of hominy, drained
(available in many grocery stores
and easier than using a mortar and
pestle)
- 1/2 cup of water
- 1 teaspoon of sugar
- Salt and pepper to taste



For additional flavor, try adding one medium onion, sauteed; six slices of bacon, cooked and crumbled; and a 10 ounce can of tomato soup (optional). Cook for one hour or more in crockpot. Don't be afraid of overcooking as hominy was often prepared early in the day and simmered until the mid-afternoon dinner meal. This lengthy cooking was done to soften the dried corn.

THE SHEPHERD'S BOY

Most Virginians in the 1700's could not afford to own many books. Children's books, usually owned by the very rich, often included moral lessons. A moral lesson teaches you what is right and wrong. Below is a page from a book which was popular with children two hundred years ago. The book was called A Little Pretty Pocket-Book and it was written by John Newbery. Read the story with your class. Can you decide what the moral of the story is? On a blank piece of paper write your own story with a moral and draw a picture that will help someone to understand it.

The great Z.



F A B L E III.

The SHEPHERD'S BOY.

A Wanton young *Shepherd*,
Tho' no Danger near,
Cries out to his Neighbours,
The *Wolf*, Sirs, is here.
They come, and are laugh'd at;
Soon he roars out again,
Now the *Wolf's* here indeed,
But his cries are in vain.

TEACH ME



Not all Virginians were farmers or planters during colonial times. Some people learned trades and worked in towns or on plantations as **craftsmen**. Craftsmen did not learn their trades in school, but learned from older, **master** craftsmen by serving as **apprentices**.

A young man could learn to be a blacksmith, cooper, carpenter, tailor, doctor or other tradesman by serving as an apprentice for about seven years. When an apprentice turned 21 years old he became a **journeyman**, or fully-trained craftsman. Some young women served apprenticeships too, and learned skills such as cooking, sewing, knitting and spinning.

The agreement between the apprentice and master was often written down as a legal contract, or **indenture**. This indenture usually told the length of time the apprentice was to serve the master, the duties of the apprentice and the duties of the master.

On the following page is the text of an actual apprenticeship indenture from the York County, Virginia, court records. Read the indenture and answer the following questions:

1. What is the name of the apprentice? _____

2. What is the name of the master? _____

3. What are some of the duties of the apprentice?

4. What are some of the duties of the master?

5. What trade (Art and Mystery) is the master supposed to teach the apprentice?

6. What is the master supposed to give the apprentice at the end of his apprenticeship? _____



APPRENTICESHIP INDENTURE

York County Deeds

Apprenticeship Indenture. Peter Powell for Divers good causes & considerations hereafter mentioned doth put, place & bind himself unto Matthew Burt of the Parish of York Hampton in the County of York him to serve after the manner of an Apprentice until he the said Peter shall arrive to the age of twenty one years During which time he the said Peter his master faithfully shall serve his lawfull Comands willingly & readily obey; his Secrets keep his said Masters Goods he shall not wast or lend Matrimony he shall not contract; At Cards Dice or other unlawful Games he shall not play, Gaming tables Ordinarys or Disorderly places or houses he shall not frequent from his said masters service Day or Night without his leave he shall not himself Absent, but in all things shall behave himself as becometh an honest & faithfull Apprentice and the said Matt Burt Doth for himself Promise Covenant & Agree that During the said Servitude he will find & provide for the said Peter Powell Good Sufficient Cloathing good & wholesome Meat Drink, washing and Lodging fit & Convenient for such an Apprentice & that he the said Matthew the said Peter will Instruct or cause to be Instructed in the whole Art and Mistery of a Wheel Wright [wheel-maker] according to the best of his skill and Understanding And at the Expiration of which Servitude he will give the said Peter a Suit of Cloaths four Pounds Value in full of all Dues & Demands.

Witnesses: William Powell
John Roberts
Thos Archer

Peter Powell
Matthew Burt

Recorded: 21 May 1750

[This document contains the original spelling, punctuation, and grammar.]

APPRENTICESHIP INDENTURE

This indenture witnesses that _____ does voluntarily, and of his/her own free will and accord, become an Apprentice to _____. The Apprentice agrees to serve the Master for _____ years, until the age of _____. During this apprenticeship, the Apprentice agrees to serve his/her master faithfully, to keep his/her secrets and do no damage to the Master. He/she shall not waste his/her master's goods or lend them to anyone without the Master's permission. The Apprentice shall not contract matrimony during the period of this agreement, or gamble at cards or dice. The Apprentice also promises to do the following:

The Master promises to teach the Apprentice in the Art and Mystery of the _____ trade, and will provide enough food, drink, clothes, washing and lodging fitting for an Apprentice. The Master also agrees to provide the following:

The Guardian of the Apprentice agrees to pay the Master _____ Shillings each year. By signing this indenture both people agree to be held to the terms stated above.

Signed on this _____ day of _____, in the year of our King, _____.

Witness: _____

Apprentice: _____

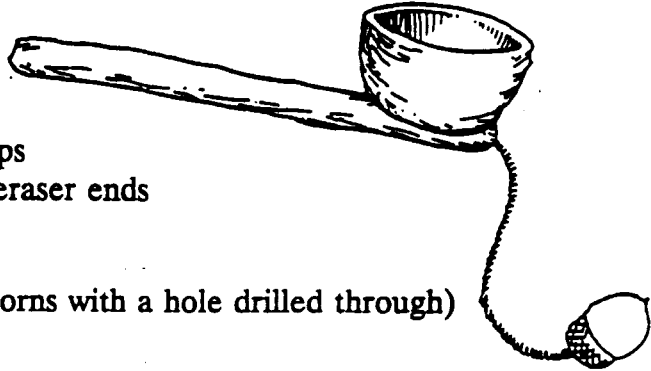
Master: _____

BALL AND CUP MATH CHALLENGE!

A "Ball and Cup" toy is an excellent test of eye-hand coordination for all ages. Here is a way to have some fun, practice some math skills, and do a science experiment all at the same time!

Supplies you will need:

- 3 ounce paper drinking cups
- unsharpened pencils with eraser ends
- thumb tacks
- string
- large wooden beads (or acorns with a hole drilled through)
- inch/metric rulers



Preparation: Divide the class into 4 teams. Each member of a team will make a ball and cup toy as follows:

1. Cut a length of string according to the following chart:
Team A - 15 centimeters Team C - 8 inches
Team B - 20 centimeters Team D - 1 foot
2. Securely tie one end of string to the wooden bead. Tie the other end around the top of the pencil. Bring the tag end of the string across the end of the eraser.
3. Push the thumb tack through the center of the inside bottom of the drinking cup.
4. Now push the thumb tack through the tag end of the string and into the eraser.

Practice: Try to get the ball into the cup. Make sure that there is enough room to swing your ball without hitting another person. Hold the bottom of the pencil. Swing the ball. Jerk it up to catch the ball in the cup.

Challenge: Which string length makes it easier to get the ball into the cup?

Set a timer for 5 minutes. Each person should count how many times the ball goes into the cup before the buzzer ends the time.

Team Members: Total #1 _____
 Total #2 _____
 Total #3 _____
 Total #4 _____
 Total #5 _____

Divide:
Team total ÷ # on team
= Average hits/team

TEAM TOTAL _____

Which team had the highest average? What was the length of the string for that team? Will the results be the same if teams trade their toys? Should the experiment be repeated? How can the toy be improved?

For Further Information
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