

The Artios Home Companion Series

Unit 2: Colonization of the New World

Teacher Overview

Learning about the Native Americans that inhabited North America before the arrival of the colonists is key to understanding the relationships between the two groups throughout American history. In addition, understanding the motivations of the foundings of the various colonies also serves a crucial role in understanding how they interacted with the original inhabitants of North America.



A Replica of the Susan Constant

Reading and Assignments

In this unit, students will:

- Complete three lessons in which they will learn about **The Continent and the Native American**, journaling and answering discussion questions as they read.
- Define vocabulary words.
- Read selected chapters from *The Pilgrim's Progress*, journaling as they read.
- Complete literature assignments including tracking the allegorical elements found in the assigned reading.
- Explore the following website:
<http://www.history.com/topics/native-american-cultures>
- Visit www.ArtiosHCS.com for additional resources.

Key People, Geographical Features, and Events

Appalachian Mountains
The Atlantic Plain
The Pacific Slope
Rocky Mountains
The Great Basin
Sierra Nevada Mountains
Cascade Mountains
Pacific coast
Columbia River
Colorado River

Gulf of Mexico
The Great Lakes
St. Lawrence River
Mississippi River
California
Kansas
Florida
North Carolina
South Carolina
Virginia

Hudson River
Long Island Sound
Charles I
Divine Right of Kings
Captain John Smith
Sir George Yeardley
Sir William Berkeley
Nathaniel Bacon

Vocabulary

Lesson 1:

perpetual
bedaubed

Lesson 2:

None

Lesson 3:

constitutional monarchy
feted
progenitor
countenanced
repugnance
indenture
arbitrary

Leading Ideas

History is HIS Story.

God's story of love, mercy, and redemption through Christ.

He made known to us the mystery of his will according to his good pleasure, which he purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ.

— Ephesians 1:9-10

God's providential hand governs and times all events and provides for his Creation according to His plan and purposes.

The God who made the world and everything in it is the Lord of heaven and earth and does not live in temples built by human hands. And he is not served by human hands, as if he needed anything. Rather, he himself gives everyone life and breath and everything else. From one man he made all the nations, that they should inhabit the whole earth; and he marked out their appointed times in history and the boundaries of their lands. God did this so that they would seek him and perhaps reach out for him and find him, though he is not far from any one of us.

— Acts 17:24-27

Literature and Composition

Unit 2: Allegory and Literary Criticism

The Pilgrim's Progress

by John Bunyan

Literature for Units 1 - 5

<http://www.ccel.org/ccel/bunyan/pilgrim.ii.html>

Unit 2 – Assignments

- Read the assignment background on **literary criticism** and **reading allegory** and answer the questions that follow.
- Read *The Pilgrim's Progress* from *Part I, Third Stage* through *Part I, Fifth Stage*.
- In your reading journal, continue to track the allegorical elements found in the reading and continue making notes critiquing the poem as an allegory.

Unit 2 – Assignment Background

The Author and His Work

Excerpts adapted from *Elementary Guide to Literary Criticism*
by Franklin Painter

Every literary work reveals, to a greater or lesser degree, the personality of the author. Every literary production may be regarded as the fruit of the writer's spirit; and there is good authority for saying that "men do not gather grapes of thorns or figs from thistles." A book exhibits not only the attainments, culture, and literary art of the writer but also his intellectual force, emotional nature, and moral character. The intellectual and the emotional nature of a writer is clearly reflected in his works. Intellectual force, for example, is recognized in the firm grasp of a subject, in the marshaling of details toward a predetermined end, and in the vigor of utterance.

A large, sensitive soul manifests itself in sympathy with nature and human life. The "wee, modest, crimson-tipped" daisy, and

the limping wounded hare touched the tender sympathies of Burns; and it was Wordsworth who said,

*"To me the meanest flower
that blows can give
Thoughts that do often lie
too deep for tears."*

There is no class of society, from kings to beggars, from queens to hags, with which Shakespeare has not entered into sympathy, thinking their thoughts and speaking their words.

The moral character of an author appears in his general attitude toward truth and life. A strong moral sense appears in a firm adherence to right and an unblinded condemnation of wrong. A genial, charitable spirit is shown in a kindly

disposition to overlook the weaknesses of men and to magnify their virtues. Life may be looked upon as something earnest, exalted, divine; or it may be regarded as insignificant, wretched, and ending at death. It is character that gives fundamental tone to literature; and, as Matthew Arnold has said, the best results are not attainable without “high seriousness.” The difference between the flippant and the earnest writer is easily and instinctively recognized. No one can read Ruskin, for instance, without feeling his sincerity and integrity, even in his most impracticable vagaries.

It is sometimes supposed that the art of authorship can be divorced from the personality of the writer. In serious authorship this supposition is a mistake. The best writing is more than grace of rhetoric and refinement of intellectual culture. Back of all outward graces there is need of a right-thinking and truth-loving soul. One of the essential things in the training of a great writer is the development of an upright, noble character. Milton was right in maintaining that the great poet should make his life a noble poem.

Our knowledge is of two kinds: the first comes from our own experience; the other, from the experience and testimony of our fellow-men. Personal experience carries with it a conviction and power that do not usually belong to the knowledge received from the testimony of others. What we have experienced has become a part of our lives. The writers of vitality and power are those who draw largely on their individual resources—the treasures of their own experience. They write, not from the memory, but from the heart. If they borrow

from others, they assimilate the information, and thus vitalize it before giving it out again. The best part of our knowledge is that which comes to us through experience and assimilation. It is a permanent possession. When an author’s experience, either in an ideal or a realistic form, is introduced in his work, it becomes an interesting biographical element.

It is often highly important to understand the fundamental beliefs of a writer. His works may be in a measure unintelligible till his standpoint is fully understood. Sometimes his various writings are only an expansion and application of one or two great fundamental principles. The works of Herbert Spencer, for example, are in the main an elaboration of the theory of evolution. Byron represented a skeptical reaction against the conventional manners and beliefs of his day.

It is important to understand the mood and purpose of an author. We are not in a position to fairly judge a work until we know its spirit and object. Until we know whether the writer is playful or earnest, joyous or sad, satirical or serious, we cannot give his words the right tone and value; and until we see clearly what he is driving at, we cannot properly estimate the successive steps in his production nor judge of its worth as a whole.

Questions

1. How is a book related to its author?
2. In what does the moral nature appear?
3. In what does the intellectual nature appear?
4. What types of things can we learn about an author through his works?

Lesson One

History Overview and Assignments The Continent and the Native American

“When Columbus first landed, he was greeted by human beings. Believing he was in the East Indies, he called the natives Indians – a name which they have carried with them over the stretch of more than four centuries of stirring history...”- William M. Davidson

A knowledge of the geography of the United States and the Native American tribes is important to understanding future events in the founding and establishment of the country.



Map of North America

Please remember that this article was written around the turn of the 19th century, so you will encounter a perspective distinctive to that era. Tomorrow you will read an article that is more updated in its perspective. We will be doing some comparing and contrasting of the two articles. Be sure to make a note of anything the author shares that does not appear accurate in its facts or reflective of modern perspective. We will use these topics for discussion.

- Narrate about today’s reading using the appropriate notebook page. Be sure to answer the discussion questions and include key people, events, and dates within the narration.
- Define the vocabulary words in the context of the reading and put the word and its definition in the vocabulary section of your history notebook.
- Print out a black line map of the United States to use while reading this article. Using the internet, find an updated map of the United States that shows the various geographical features listed in the article, and fill out your blank line map accordingly.
- Once you have completed your map with the geographical features listed below, show where the various Native American tribes and nations were located during this time period of exploration.
- Be sure to visit www.ArtiosHCS.com for additional resources.

Vocabulary

perpetual bedaubed

Reading and Assignments

- Review the discussion questions and vocabulary, then read the article: *The Continent and the Native American*, pages 6-10.

Geographical Features

Appalachian Mountains
The Atlantic Plain
The Pacific Slope
Rocky Mountains
The Great Basin
Sierra Nevada Mountains
Cascade Mountains
Pacific coast

Columbia River
Colorado River
Gulf of Mexico
The Great Lakes
St. Lawrence River
Mississippi River
California
Kansas

Florida
North Carolina
South Carolina
Virginia
Hudson River
Long Island Sound

Discussion Questions

1. What aspects of North American geography greatly influenced the history of the United States?
2. What three great tribal families of Native Americans were located east of the Mississippi River?

Adapted from the book:

A History of the United States

by William M. Davidson

Chapter III - The Continent and the Native American

1492-1902

North America

The word “continent” is used here to designate a body of land, whether large or small, having on one side a primary axis – a high mountain range - and on the other a secondary axis – a low mountain range - with a broad plain or valley between them. Thus, North America taken by itself is a continent. Its primary axis is the Rocky Mountain range, taken together with its related ranges and the plateau upon which the upheaval rests, which extends from Alaska to the Isthmus of Panama; its secondary axis is the Appalachian range and the tableland upon which it resets, which extends from the plateau of Labrador to the hills of northern Georgia. The great central plain of North America lies between these two highlands and extends from the Arctic Sea to the Gulf of

Mexico.

The United States

That portion of the continent lying within the boundaries of the republic partakes of the physical characteristics of the whole continent. On the east are the Atlantic slope and coastal plain; on the west, the Pacific slope; and in the interior, the great central plain.

The Atlantic Plain

Looking outward upon the ocean with its fine harbors and bays, the Atlantic plain lays stretched out as a perpetual invitation to Europe to plant colonies upon its coasts and along the courses of its numerous streams. The narrow strip of territory, scarcely more than one hundred and fifty miles wide at its greatest stretch, was destined, on account of

its geographical position, to become the home of the thirteen English colonies and the “cradle of the republic.” Bound to the coast by their desire for communication and commerce, and held back from the interior by the continuous Appalachian range and the native tribes which it harbored, the English settlements became compact and numerous. And thus was developed, from New England to Georgia, that bond of sympathy and community of interest which gave birth to that confidence which in later years led the English colonists up the historic valleys of the Hudson and the Mohawk, the Delaware and the Susquehanna, the Potomac, and the James - into the lake region of the north and the great interior valley of the continent – to wrest from France her vast colonial possessions. And thus, too, in that narrow strip was developed that love of liberty, and that confidence in “government of the people, by the people and for the people” which led the colonists to bid defiance to the despotism of King George III, and to publish to the world their Declaration of Independence.



The Pacific Slope

The Pacific slope extends westward from the crest of the Rocky Mountain range through the elevated plateau known as the Great Basin; then, rising into the lofty peaks of the Sierra Nevada and Cascade ranges, it descends abruptly to the Pacific coast. It is pierced by the Columbia and the Colorado rivers - each of historic interest in the development of that section of our country. Unlike the Atlantic, the Pacific coastal plain has but few streams, and its coasts present but few harbors.

The Central Plain

The great central plain with its vast network of streams reaches from the crest of the Appalachian Mountains to the crest of the Rockies, and sweeps downward to the Gulf of Mexico from the low watershed at the head of the Great Lake system. This whole interior basin is drained eastward to the Atlantic through the Great Lakes and the St. Lawrence River, and southward to the Gulf of Mexico by the greatest river system in the world - the Mississippi. To this vast interior region France fell heir through the discovery by Cartier of the mouth of the St. Lawrence; and by La Salle of the mouth of the Mississippi. A study of the natural boundaries of this region will show how extensive was the territory which France set about to occupy. In her attempt to hold and develop it, she failed. In proportion to the amount of means and energy which she was able to put into the business of colonization, the territory was, in geographical extent, far beyond her capabilities. Had France been limited by natural geographical boundaries to a smaller area, as the English were, she might have fared better. Geography aids us in the conclusion that, at best, France was but a pioneer in the great wilderness,

preparing the way for the oncoming of the young republic which had its birth amidst the closely compacted settlements east of the Alleghanies.

Thus, we see one must understand the geography of a country if he would understand its history. Climate and topography have greatly influenced the history of the human family. Natural geographical boundaries have usually determined the limits of nations. "Geography determines history."



The Native American and His Treatment by His Conquerors

When Columbus first landed, he was greeted by human beings. Believing he was in the East Indies, he called the natives Indians – a name which they carried with them over the stretch of more than four centuries of stirring history.

In that history, the Native American played a conspicuous and melancholy part. He greeted the Spaniard with stubborn resistance in Cuba, Santo Domingo, and Puerto Rico. He waged unequal battle with him when Montezuma and his Aztecs fell. He met him in southern Mexico and

Central America, in Bolivia and Chili, and gave up his life rather than submit to Spanish rule. In less than a half century, the Spaniard had swept from San Salvador to Tierra del Fuego and the mouth of the La Platte River, and wherever he went, the "blood of the slain" cried out against his cruel tyranny. Turning to the north, the Spaniard met the Native American in California, in Kansas, in Florida, along the course of the Mississippi, on the shores of the Carolinas, and in Virginia, and everywhere meted out to him the same cruel and heartless treatment.

The French and the Dutch traded with him on the Hudson River and Long Island Sound. The Huguenots made friends with him in Florida and the Carolinas. Cartier found him on the shores of the St. Lawrence; Champlain, on Lake Champlain, and in the interior of New York. Along the shores of the Great Lakes, the French trader and the Jesuit missionary became his companion and spiritual adviser. They met him everywhere along the streams of the interior and the course of the Great River; and, floating past the spot where De Soto had first looked upon the Mississippi, they were guided to its mouth by a Native American pilot. The treatment of the native by the French and the Dutch was more humane than that of the Spanish.

The English, too, came in contact with this child of the forest. The Cabots were the first to meet him on the coasts of the northern continent. Frobisher encountered him in the icy regions of the Arctic coast and mistook his yellow clay for gold. Raleigh's colonists met him in Virginia; Gosnold and Pring and Weymouth were cordially greeted by the natives along the New England coast. Like the French and the Dutch, the English

anxiously cultivated the friendship of the Native American. The conquest of New England, though marked by some fierce struggles with the tribes which refused to be at peace, was on the whole a peaceful conquest. And this statement applies with almost equal forces to all the English colonies.

The Whole Continent Peopled by the Native

When in the nineteenth century the region west of the Mississippi was explored, the Native American was found in every section of North America, even as far north as the Arctic coast. The truth was then fully established that the whole of North and South America had been peopled by native tribes, perhaps centuries before Columbus saw the New World. The population in North America north of the Rio Grande River probably did not, in the time of Columbus, exceed one million souls – of whom three hundred thousand were within the present limits of the United States. In the West Indies, Mexico, Central America, and the South American countries there was a denser population. Many of the southern tribes were semi-civilized, while those of the United States and farther north were barbarous.

Distribution in the United States in 1492

Based on a study of their languages, the Native Americans of the United States have been divided into fifty-seven family groups, ranging from a single village to over six hundred tribes a group. Those east of the Mississippi were divided into three great tribal families.

(1) The Algonkin tribes occupied the

Atlantic coastal plain from the Savannah River northward, and the Mississippi valley, from the Great Lakes to the Tennessee River. They also spread over Newfoundland and Labrador and reached westward in Canada to the Rocky Mountains. They spoke a related language and lived by hunting and fishing, paying but slight attention to agriculture. One strong tribe, the Delaware – said to be the parent stock of the Algonkins – occupied the region from the Chesapeake Bay to the headwaters of the Ohio River. There were about six hundred of the Algonkin, the English and French settlers first contended. The latter won their friendship; the former, with but one notable exception – in Pennsylvania – their enmity.

(2) In the north the Iroquoian family occupied the region of central New York, both banks of the St. Lawrence, and the shores of Lake Ontario and Lake Erie. In the south they held a portion of the Carolinas under the tribal name of the Tuscaroras. Those in New York State bound themselves for purpose of defense and conquest into the famous Iroquois Confederacy known in history as the Five Nations – the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas constituting the Confederacy. After 1715 they were joined by the Tuscaroras and became the Six Nations of our colonial history. They were not numerous, but on account of their skill in the use of their rude weapons of war, the name of the Iroquois was feared and respected from the Lakes to the Gulf. When taught the use of firearms by the European settler, they practically dominated the whole of the Native American population in the central and eastern portion of the republic. Through a blunder of Champlain, the French secured their lasting enmity. They were generally friendly to the English, and in the

Revolutionary War all the tribes except the Oneidas fought against the American colonists.

(3) The Mobilian, or Muskhogean family occupied the region south of the Tennessee and Savannah rivers to the Gulf. They became tillers of the soil and were less warlike than the northern tribes. They, however, in later years gave the government of the United States much trouble until finally induced to move into the Native American Country west of the Mississippi.

In the western country roamed the great hunting tribes of the Sioux. Fierce and warlike, they had even dared to wage war with the Algonkin and the Iroquois for the occupancy of the Carolinas, and had successfully planted their villages on the Atlantic coast. Still farther west was the Shoshonean family occupying the Rocky Mountain region which had the Great Basin to its west, with the partly-civilized Pueblos and cliff dwellers on their south.

On the Pacific were the numerous Californian families, comprising the most closely compacted Native American settlements in North America.

The tribes of each family group spoke the same stock language, though with such variations that the Algonkin on the Tennessee could not understand the Algonkin in Newfoundland; nor could the

Sioux in the Carolinas communicate with the Sioux of the Black Hills. At the time of the arrival of the European, too, the boundaries to the territory occupied by each family group were fairly well defined and in the main respected.

The Tribe of the Alleghans: The Mound Builders

This tribe has given its name to the Alleghany River and the Alleghany Mountains. The Alleghan tribe is the oldest tribe in the United States of which there is any tradition – it is believed they belonged to the early Iroquoian stock. The Alleghans were perhaps the first occupants of the Ohio valley, the builders of many of the curious Native American mounds found in that region. The other tribes inhabiting this region were also mound builders. Judging from the remains which they have left, they were an agricultural people and lived in a fixed town. The mound builders of the Ohio and Mississippi valleys were conquered and driven from their domain by a combination of the Delaware and Iroquois tribes. Defeated, they retired south of the Ohio and finally made their permanent settlement in the region of the Gulf States. The Cherokees are descended from them. The Cherokees are now one of the “five civilized tribes” in the Native American Territory.

Lesson Two

History Overview and Assignments The Coming of the English Home Builders

England was enjoying a period of peace, and many soldiers had returned home. Work had to be provided for them. A change had taken hold in the methods and products of the farm. Increased facilities for the manufacture of woolen goods had stirred such a demand for those articles that landowners in England had turned field into pasture. The raising of sheep required fewer laborers on the farm, and this added to the overcrowding of the labor market. An outlet was necessary, and America with her boundless possibilities seemed provided for the occasion. Raleigh, Pring, Gosnold, and Weymouth had opened the way; and the London company, as a purely business enterprise, planted the Jamestown colony.



Sir William Berkeley

Key People and Events

Charles I
Divine Right of Kings
Captain John Smith
Sir George Yeardley
Sir William Berkeley
Nathaniel Bacon

Vocabulary

constitutional monarchy	arbitrary
feted	progenitor
countenanced	repugnance
indenture	

Reading and Assignments

- Review the discussion questions and vocabulary, then read the article: *The Coming of the English Home Builders*, pages 12-19.
- Narrate about today's reading using the appropriate notebook page. Be sure to answer the discussion questions and include key people, events, and dates within the narration.
- Define the vocabulary words in the context of the reading and put the word and its definition in the vocabulary section of your history notebook.
- Read this article and perspective on Native American cultures before the time of Columbus.
<http://www.history.com/topics/native-american-cultures>
 - What factual and perspective differences do you find in this article compared to yesterday's reading?
 - Why do you think there are such strong contrasts between the two articles?
- Be sure to visit www.ArtiosHCS.com for additional resources.

Discussion Questions

1. What was the motivation behind the first English settlements?
2. Describe the character of the early colonists.
3. Why did the concept of “all things in common” not work?
4. Describe the influence of tobacco on the colonists.
5. What did Sir George Yeardley facilitate that marked the beginnings of the republic?
6. Describe the difference between Sir William Berkeley and Nathaniel Bacon. How did those differences foreshadow the two sides involved in the Revolutionary War?

Adapted from the book:

A History of the United States

by William M Davidson

Chapter IV - The Coming of the English Home Builders

1607-1733

England

England had responded readily to the new movement brought about by the revival of learning, and her people had rapidly taken rank among the most intelligent in Europe. The great religious Reformation had quickened the intellectual life of the island kingdom, and made her people God-fearing and liberty-loving. Her rulers, however, held tenaciously to the belief in the “divine right of kings,” and through their tyranny and misgovernment there was gradually developed in the English heart a belief in the “divine right of the people.” At first a mere belief – a feeble contention against the injustices of her monarchs – it later became a fixed conviction of the English nation – rising both at home and in the American colonies to the dignity of an emphatic protest against the usurpations of kings.

The Reign of the Stuarts

1603 – 1714

When Elizabeth died in 1603, there

came into power the sovereigns of the House of Stuart – who held sway during one of the most exciting centuries in the history of England – a century of bitter strife between people and monarchs, in which the former triumphed only after much shedding of blood. During its progress, one king yielded up his life on the block; another was driven from his throne. In their wrath at the despotism of the first Charles, parliament overthrew the monarchy and set up the Commonwealth, which later gave way to the Protectorate of Cromwell. Then tiring of the dissension bred by religious and political differences, the people restored the Stuarts to power and for nearly a third of a century tolerated their despotic rule. Finally, in another burst of wrath, they drove the last of the Stuart despots into France, and under William III and Queen Mary established firmly the constitutional monarchy – the beginning of the England of today.

Of the Stuarts, James I ruled from 1603 to 1625; and Charles I, from 1625 to 1649.

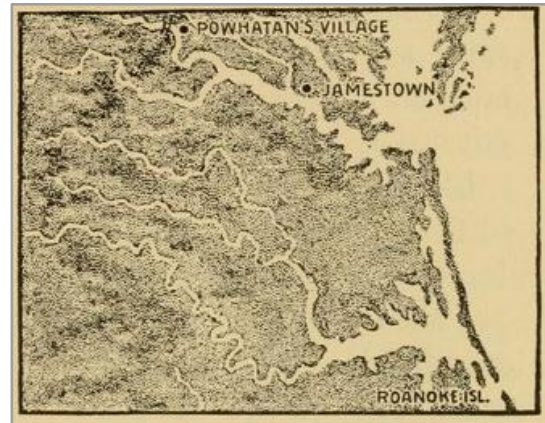
When the latter was beheaded, the Commonwealth was set up, continuing from the 1649 to 1653, when it was followed by the Protectorate. In 1660 the Restoration placed Charles II on the throne, which he occupied until 1685. His successor, James II, ruling from 1685 to 1688, was driven from the throne, whereupon the Dutch prince, William of Orange, and Mary, the daughter of the banished king, ruled from 1688 to 1694, and William alone to 1702. Queen Anne ruled from 1702 to 1714. From Elizabeth to Anne marks a little more than a century of history. Within that century, all of the thirteen original colonies but Georgia (1733) were settled. The religious persecutions of the Stuart rulers hastened the growth of the English colonies in the New World – many thousands of liberty-loving Englishmen having fled from their homes to join their brothers in America.

The First English Settlement in America

The first English settlement in America, however, was due to business enterprise and not to persecution. At the beginning of the seventeenth century, England was enjoying a period of peace, and many soldiers had returned home. Work had to be provided for them. A change had taken place in the methods and products of the farm. Increased facilities for the manufacture of woolen goods had made such a demand for that article that landowners in England had turned field into pasture. The raising of sheep required fewer laborers on the farm, and this added to the overcrowding of the labor market. An outlet was necessary, and America with her boundless possibilities seemed

provided for the occasion. Raleigh, Pring, Gosnold, and Weymouth had opened the way; and the London Company, as a purely business enterprise, planted the Jamestown colony.

VIRGINIA



Jamestown and Vicinity

Jamestown

Fifty miles from the mouth of the James River stand the ruins of a church, all that is left of Jamestown, the first successful English settlement in America. It was founded in May, 1607, by one hundred and five colonists sent out by the London Company under the leadership of Captain Newport. A much more healthful location might have been found, for it was then, as now, surrounded by swamps and marshes. But the trip across the Atlantic had been a long and stormy one; and voyagers, eager to end the discomforts of ship life, did not deliberate long upon their landing – they hastily selected a site and stepped upon the shores of the New World.

The First Charter

The first charters, though fixing the limits of the territory to be occupied by the London Company, granted no special rights to these first colonists. They were to

be governed from London, and the results of their labor were to be held in common. It was conceded, however, that they should have “all rights and privileges of Englishmen,” – a phrase of vague meaning then, though destined in later years to form the basis of the claim made good on the hard-fought battlefields of the Revolution.

Character of the Colonists

The success of a colony depends on the character of the colonists. They should be men who wish to make homes in the new land, and are willing to work. They should know what the resources of the country are, and be willing to develop them. The first colonists of Virginia were not at all this sort of men. A majority of them were “gentlemen,” utterly unsuited for the work in hand; not only that, they were a positive clog on the few who were of use. The early idea of the Spaniard had obtained a strong hold on them, and they spent their time in a fruitless search for gold. The summer thus wasted, the autumn brought no harvest, and they entered upon their first winter with scant provision and in miserable health.

Captain John Smith

The Moses to lead them out of this plight appeared in the person of Captain John Smith. Much there is, no doubt, of romantic fancy in this character; yet were it all taken away, there remains enough truth to stamp him an extraordinary man. John Smith had been made one of the “Council” for the colony, but on the way out had offended some of the leaders and had been placed in chains. He was released at the end of the voyage and for the first few months seems to have employed his time

in a thorough exploration of the country, of which he made many excellent maps. Taken prisoner by Powhatan, the story runs that the death sentence was about to be inflicted when Pocahontas, the little daughter of the chief, interceded in his behalf and saved his life. Whether fact or fancy, Pocahontas did many little deeds of kindness for the suffering colonists during that first winter, and was the means of bringing about a better understanding between the colonists and the Native Americans. When grown to womanhood, she married John Rolfe, one of the settlers, who took her on a visit to England. She was the object there of much attention by the nobility, and was fêted and feasted on every hand. Many of the early Virginians claimed descent from her.

Under Smith’s leadership, the colonists were organized into working bands, sanitary measures were enforced, and the friendship of the Native Americans cultivated. By these means they were kept alive until aid arrived from England. Smith remained with the colonists for two years, returning to England in 1609. Several years later he explored and mapped the coast of New England, naming many of its capes and bays. The Pilgrims, before setting sail in the Mayflower (1620) for the “rock-bound” coast of Massachusetts, availed themselves of a copy of this map and landed at a point which Smith had named Plymouth.

The Light Almost Out – Lord Delaware Rekindles It

On the departure of Smith, the colonists, who now numbered nearly five hundred, resumed their old career of idleness, bickering with the Native

American and quarreling among themselves. This could have but one result; the winter which followed was one of wretchedness and despair, and the spring found but a band of sixty of the strongest surviving. These had already made preparation for a return to England when the new governor, Lord Delaware, sailed into the river with shiploads of supplies and more colonists.

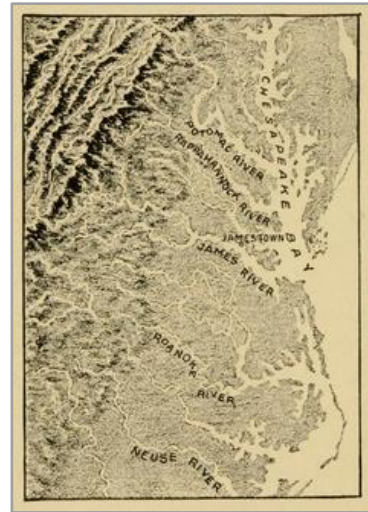
The Second and Third Charters

Two years after the first charter was granted, another was secured of the king. The only important change was in creating the office of governor, and in giving him, instead of the Council, authority over the colonists. In 1612 a third charter was obtained. Heretofore, the affairs of the colony had been administered by a board in London. This board was now abolished and the stockholders of the company put in control. The change affected the individual colonist but little. From this time, however, the colony, as a whole, improved.

Communism a Failure

“All things in common” is very well in theory, but its successful practice requires ideal conditions. These were not present in the Jamestown colony. Many of the colonists were vicious idlers and jailbirds, picked up on the streets of London. To such persons; “All things on common” meant, “Put in a little as possible; get out as much as you can.” Lord Delaware, being in broken health, soon returned to England, and Sir Thomas Dale was appointed governor. Dale was brutally rigorous in his discipline. His gospel was law and order. A whipping-post was established for the punishment of offenders; he imprisoned

them; he put them in stocks. But he brought order out of chaos, and he placed the colony once more on a working basis. He did away with communism. Each person was required to deposit two and a half barrels of corn in the common storehouse once a year, but all over that was private property. The “starving time” was a thing of the past.



Tobacco and Its Influence on Life of the Colonists

So far the Virginia colony had not been successful. Why? Was it impossible for people to grow rich and prosperous in Virginia, or had they not yet discovered where the true riches of the country lay? In order to answer these questions, we shall have to examine more carefully the geography, climate, and soil of this part of the Atlantic coast. If you look at a map of Virginia, you will see a low, flat country, crossed by many broad, sluggish rivers. The coast is low and marshy and guarded by long sandy islands, so there are few good harbors. The ocean tides run many miles up the rivers, forming estuaries, and the ships float up with the tides to some point at the head of the tidewater, instead of stopping at a harbor on the coast. The

climate of Virginia is mild and equitable. The soil is deep and fertile, and in it the tobacco plant grows luxuriantly. The people of England were just beginning to use tobacco, and were willing to pay a high price for it. The “tobacco habit” rapidly became general, and by the dawn of the seventeenth century, tobacco had become a regular article of commerce. The manner of its handling facilitates an easy exchange, and it retains its merchantable quality for long periods. These points combined to make it a popular crop in Virginia.

Indentured Servants and the Development of the “Poor White”

White slavery was countenanced in English society at this time – not that of absolute ownership, but of a financial character. Persons in debt were required to give their labor to their creditor until the debt was discharged. A free person could sell his labor in advance. This made the buyer his owner for that period. A common method among the very poor to secure passage to the New World was to sell, or “indenture,” themselves to persons of means who expected to settle there. As their term of service expired, these indentured servants found themselves in a new land, with nothing but their labor to sell, and that practically worthless because the landed class was supplied either with the indentured slave or the absolute slave, the Negro. Having no means to buy land, he depended on the scant charity of the planter classes and became the progenitor of that class known as the “poor white.”

A Cloud

A thrifty Dutch sea captain anchored in the James River one day in 1619 and left

part of his cargo, twenty Negro slaves. By 1861, at the beginning of our Civil War, there were nearly four millions of Negro slaves within the borders of the republic. Slavery was distinctly unpopular at first but as tobacco increased in value, the colonists’ repugnance to slavery decreased.

Beginnings of the Republic

The successful cultivation of tobacco required large tracts of land and many laborers. So each planter lived with his family and his indentured servants or slaves, on a great estate or plantation. When the tobacco crop was ready to ship, he took it to the wharf on the bank of the river which ran through his plantation and loaded it on his ships, which took it to England. When the ships returned, they brought the planter all the manufactured articles he needed. Since each man traded directly with England, no towns, and very few cities, sprang up in Virginia; for towns depend for their existence on trade and manufacturing. The smallest political divisions in Virginia, therefore, were the counties, and at the county court-house the planters met at stated times to help govern the colony.



Back View of a Virginia Mansion
Showing Slave Quarters

In 1619 Sir George Yeardley, a man of liberal ideas, was appointed governor; and in that same year he instituted

representative government, the colonists meeting in the first Representative Assembly in America. They were to “have power to make and ordain whatsoever laws and orders should be them by thought good and profitable for their subsistence.” In 1621 this “power” was embodied in a written constitution which granted among other privileges the right to elect their own representatives and the right of trial by jury. This marked the beginnings of the republic.

Native American Massacres of 1622 and 1644

His early ill treatment by the Englishmen only served to intensify in the Native American his naturally suspicious and revengeful nature. The wise policy of John Smith, with the consequent friendliness of Powhatan, leader of a confederation of clans numbering eight thousand, had continued to have a restraining influence, even after the death of that chieftain, so that, except in isolated cases, peace had prevailed. But in 1622 the settler was rudely awakened from his fancied security. On March 22 a massacre, planned with shrewd cunning, was started along a line settlements one hundred and forty miles in extent. The plot had included Jamestown, but a native warned a friend there in time to put the people on their guard, and they were saved. Some three hundred men, women, and children were cruelly put to death before the ravages of the natives could be checked. Vigorous measures were at once adopted to punish the natives. They were driven from point to point, and their villages and crops lay waste. But it cost the colonists a third of their number. Peace reigned for twenty-

two years before the Native Americans again attempted to exterminate the Englishmen. But this time they were so thoroughly punished that there was never again a general uprising in Virginia.

The Charter Revoked

The growth of the Virginia colony had now reached a point at which it began to be a matter of public moment. In 1619 its friends in parliament were strong enough to secure the appointment of Yeardley and the institution of the reforms he inaugurated. The House of Burgesses, the first popular constitutional body in the colonies, was established in this year. But the democratic tendency of these reforms was particularly obnoxious to King James I. He was exceedingly jealous of his rights, and feared the outcome of this liberal spirit. He therefore took occasion to pick a quarrel with the stockholders. He used the Native American massacre as the basis of a charge that they were unable to give proper protection to the colonists, and shrewdly threw the contest into the courts, where, the judges being under his control, the charge against the stockholders was sustained. The charter was at once revoked and a royal governor was appointed by the king, but the attention of the king being required at home, no further disturbance of conditions occurred.

Two Types – Berkeley and Bacon

Aside from the historical interest connected with the acts of Sir William Berkeley and Nathaniel Bacon, they may each be taken to represent distinct types among the colonists. These types, developing early, gradually enrolled the adherents of monarchial rule on the one

side, while on the other were gathered those of democratic tendencies. The contest between them culminated in the Revolution.

After the charter was revoked in 1624, the king appointed the governors who, in conjunction with the House of Burgesses, ruled the colony. Naturally, these men were in sympathy with the policies of the appointing power. Their rule was arbitrary in the degree that English home-rule was arbitrary.

Sir William Berkeley

Sir William Berkeley was appointed governor in 1644. James I had died, and Charles I, even more insistent of “kingly rights” than his predecessor, was on the throne. Berkeley was most zealous in the cause of his master, and soon was at swords’ points with the Virginia House of Burgesses and the people. That he did not lose his head on account of his tyrannical rule, as did his royal master, was largely due to the lack of a leader and the forbearance of the people. He was recalled in 1651, but on the accession of Charles II was again appointed governor by the Virginia Assembly. He proved a fit tool for that erratic monarch; for, although the colonists had been loyal to the Crown during the period of the Commonwealth, that did not deter Berkeley in the course of oppression he immediately adopted in relation to Virginia. For the purpose of increasing revenues, he ordered a rigorous enforcement of the Navigation Act (1651), which made it obligatory to ship all products to England in English vessels. All purchases for the colonies were to pass through English ports and be brought over in English ships. This lowered the price of

what the colonists had to sell and raised the price of that which they wished to buy. On his part, Berkeley secured the election of a House of Burgesses composed in great part of royalists. In conjunction with these, he levied exorbitant taxes, restricted the suffrage to “landowners and housekeepers,” and passed oppressive laws concerning church attendance. He ignored the rights of the people by continuing this same House for sixteen years without an election – simply adjourning it with the same members from year to year. As years passed, this policy resulted in a feeling of discontent among the people; and when in 1672 the king, in disregard of the sacred rights of the colonists, actually gave to two of his court favorites the whole of Virginia, this discontent increased to the point of insurrection. It needed but a leader and a moving cause – the former was present in the person of Nathaniel Bacon; the latter in the person of the restive Algonkin on the frontier.

Nathaniel Bacon

Nathaniel Bacon was a young lawyer who had suffered with the people. He knew their trials; he also knew their right as Englishmen and dared to maintain them. For several years the Native Americans had been committing depredations on the border. Berkeley had been importuned to suppress them by ordering out the militia, but, fearing lest they turn on him, he had refused. Finally, the people assembled and elected young Bacon commander; yet, Berkeley refused him a commission and declared him a rebel. Bacon and his followers, however, defeated the natives, and later drove Berkeley and his adherents on board ship, where they were kept

prisoners until certain reforms were agreed to. But when quiet was restored, the royalists refused to carry out the reforms. Bacon and his men, many of whom were owners of property in Jamestown, now resolved upon heroic measures. They drove the royalists out of Jamestown and burned it to the ground, many setting the torch to their own homes. Williamsburg was made the seat of government by the successful colonists. The rebellion was at its height when its leader fell ill of a fever and died –

and with him died the revolt. Berkeley, regaining control of the government, visited terrible retribution on those engaged in the rebellion. He hanged a large number, imprisoned others and confiscated the property of all the leaders. So severe was he that the king himself, in a burst of impatience, declared that Berkeley had taken more lives in that naked country than he himself had for the murder of his father.