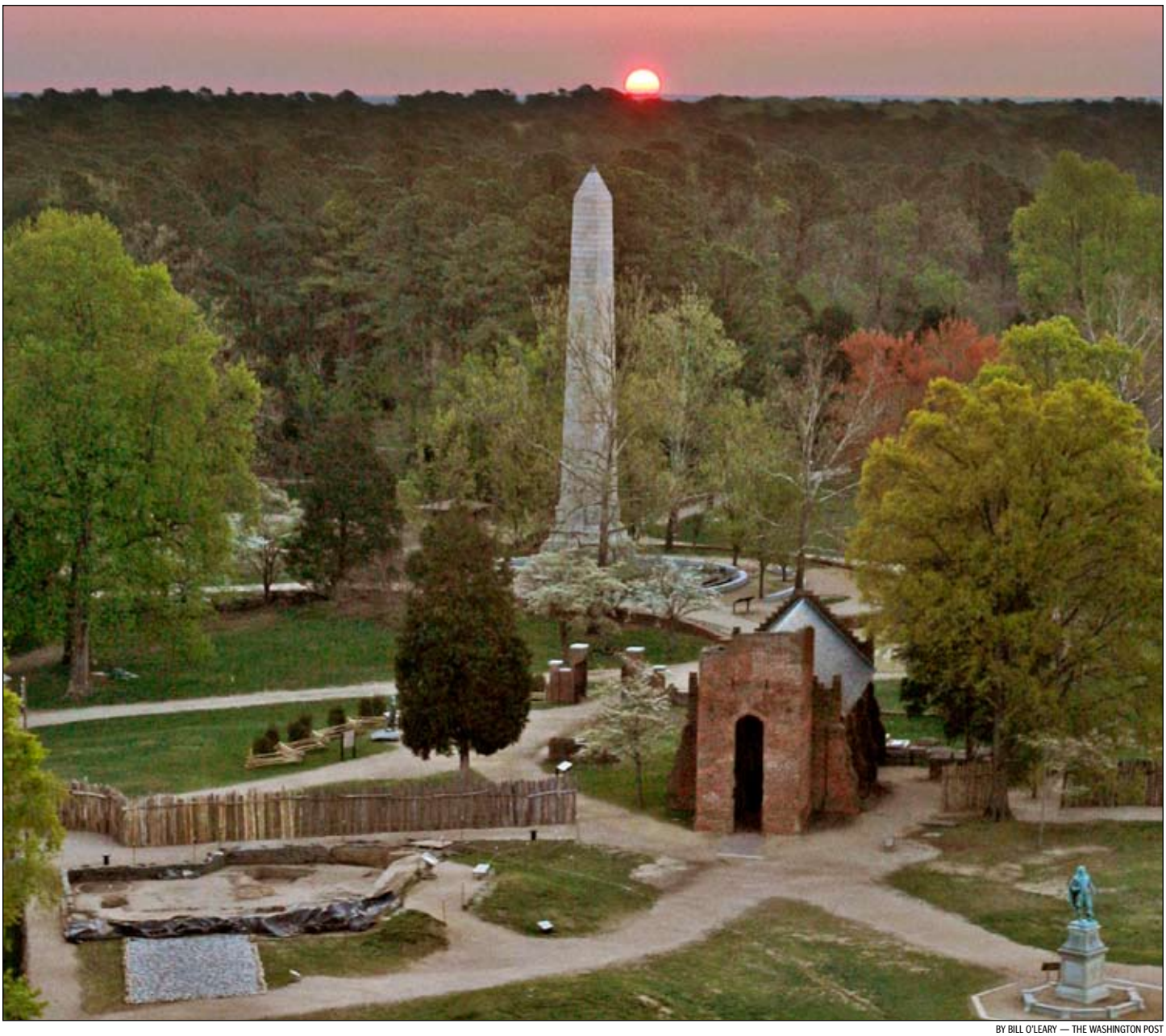
[The Washington Post]

VOLUME 6, ISSUE 7

PART 1 OF 2

Dawn of a New World



BY BILL O'LEARY — THE WASHINGTON POST

The sun rises behind Jamestown island with the original settlement and fort site in the foreground.

INSIDE

An Integrated Curriculum For The Washington Post Newspaper In Education Program

A Word About Jamestown at 400, Part I

When they set sail on Dec. 20, 1606, the men faced howling winds for six weeks before they could cross the Atlantic. After reprovisioning in the West Indies, they faced a tempest. Sighting land on April 26, 1607, and entering the Chesapeake Bay brought the passengers and crew of the *Susan Constant*, the *Godspeed* and the *Discovery* to "fair meadows and goodly tall trees."

This is the first of a two-part guide focusing on Jamestown and its 400th Anniversary commemoration. You are provided *Washington Post* articles, cartoon, maps, timeline and graphics to study Jamestown then and now.

Spain had conquered Mexico by 1521, Peru by 1534. Lima had universities and printing presses. The French were trading in Canada and the Portuguese had settled in Brazil. The first permanent British settlement would begin with 104 men and boys in 1607. Many would die of disease and starvation. Their numbers replenished once or twice a year with more hopeful men — and women. By 1618 the Virginia Co. of London created a general assembly — representative government and democratic capitalism took root.

The activities in this and the second portion of the Jamestown guide meet history, civics, government, geography, journalism and English Language Arts academic standards.

Lesson: The commemoration of the 400th anniversary of the first permanent English settlement in America provides lessons in survival and death, cooperation and conflict, government and independent spirits.

Level: Low to high

Subjects: History, Civics, Government, Geography

Related Activity: Journalism, Language Arts, Linguistics

NIE Online Guide
Editor — Carol Lange
Art Editor — Bill Webster

Send comments about this guide to:
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Jamestown at 400

Read KidsPost

"Pocahontas's Trail: England Honors a Native American Princess," gives an overview of the life of the Algonquian princess and her burial in England. You might ask students the following questions:

- By what names was Pocahontas known?
- How did she help the English settlers?
- Which Englishman did she marry?
- How long did she and her family live in England?
- How old was she when she died?
- Why is Pocahontas buried in England?

Study the Ships

"Voyage to America: The Ships and Life at Sea" graphically presents life aboard the three ships. The *Godspeed* is featured for the purpose of illustration.

- Use the chart to practice percentages. What percent of the crew was on the *Godspeed*? What percent of the colonists were on the *Godspeed*?
- Which was the smallest of the three ships?
- Using the map provided as a guide, students could plot the course of the ships on a larger map. State the longitude and latitude. Why did the ships stop at particular locations?
- What can they discern about life on board for the captain, crew, and passengers?
- What does the cargo listing reveal about activities on board and those planned after landing?

Read "Setting Sail for the Past."

Some of the questions that may be asked include:

- Why is Susan Harris introduced in the article?
- This article blends past and present events. What is the news peg for the present?
- What comparison is made to help readers visualize the size of the *Susan Constant*? This comparison not only serves to illustrate size, it makes one realize the limited space available for 54 passengers and 17 crew.
- How did passengers pass the time during the voyage?
- What metaphor is used for the *Godspeed*? What does this communicate to modern readers?
- In what ways is the *Godspeed* like the original? How does it differ?
- What do the interviews at the end of the article add to the story?
- How do the interviews at the end unite the opening and conclusion of the article?

Read an Editorial Cartoon

Give students copies of "400th Anniversary" by Post editorial cartoonist Tom Toles. Ask students to list details from the image that standout. The title and sign indicate that this is commemorating a significant event in Virginia and U.S. history. What do the ship and home with a fireplace communicate to a reader?

Discuss irony and satire.

On which contemporary issue is Toles commenting? What is his position? What are the paradox and irony found in the word "celebrating"? In the lower right, Toles includes himself in the cartoon. What does his alter

CONTINUED ON PAGE 4

On the Web

Jamestown 1607

www.jamestown1607.org

Approach the history of Jamestown through the stories of the people involved. Students are given a "what if" scenario and a brief bio of the individual; visitors may post comments about the person and actions. Links to Jamestown events, travel and resources.

America in 1607: Jamestown and the Powhatan

http://magma.nationalgeographic.com/ngm/jamestown/

National Geographic interactive Web site: 3-D animation, more images, videos with experts and links. Excellent introduction and beginning point for more research. Play the Jamestown Game with younger students.

Historic Jamestowne

www.historicjamestowne.org/

The Association for the Preservation of Virginia Antiquities and the National Park Service provide news, information about the dig, biographies and history. Education section includes lesson plans, interactive exercises and Teacher's Corner.

Historic Jamestowne

www.nps.gov/jame

National Park Service schedule of events, directions and highlights of a visit.

The English Establish a Foothold at Jamestown, 1606-1610

http://memory.loc.gov/learn/features/timeline/colonial/jamestwn/jamestwn.html

Documents for a study of life and times; include "Building Jamestown and Conflicts Among the Colony's Leaders," "The Jamestown Colonists Compare Their Efforts with the Spanish," and "The 'Starving Time,' Winter of 1609-1610." Could be augmented with "Narratives of Washington and the Chesapeake Bay Region ca. 1600-1925."

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ego's comment add to the editorial statement?

For additional information on the editorial cartoon, download *Mightier Than the Sword*, a NIE guide to editorial cartooning (www.washpost.com/nie. Select lesson plans, Feb. 2003). In an interview, Tom Toles discusses his career choice and one of his cartoons. "How to Draw a Cartoon" is based on Pulitzer Prize-winning cartoonist Herblock's book and guidelines. "The Mechanics of Editorial Cartooning" illustrates some of the techniques to use. "Herblock's Point of View" and Toles' comments on his "Harold and the Purple Line" focus on the cartoonists' role of commentator on contemporary issues.

Draw a Cartoon

Students may be asked to draw an editorial cartoon that comments on a contemporary issue or concern that they have. Teachers may add to the challenge by asking that the cartoon relate to the Jamestown observance (past or present events and attitudes).

Look at Language

Read "A Dead Indian Language Is Brought Back to Life." This article and accompanying map (page 6) provide an interesting study of language — how it dies and how it might be brought back to life.

Study "Native Tongue." What influences might have determined the spread of the Virginia Algonquian language? (Note the location of the Fall Line and rivers, a major means of transportation and contact with others.)

The article shows what happens when research, linguistics and Hollywood meet. Some of the questions that might be asked include:

- What role does Ken Custalow serve in the article? (Anecdote, illustration of preservation of a language of his heritage, and unifying device of the reporter to tie opening and conclusion together.)
- Was Algonquian the only language spoken in Virginia before colonization?
- What do the surviving words reveal about life in Virginia before the English settlers' arrival?
- What reason does Professor Rountree give for the demise of Virginia Algonquian?
- Interviews with members of the tribes are one source of vocabulary. What example of this is given in the article?
- What process did linguist Blair Rudes use to translate a dialogue?
- What does "Chesapeake" mean according to Rudes? What are other examples of Algonquian words in common use today?
- What value is there in reconstructing a language?

See What Archaeologists Find

What do students know about tobacco's history in the colonies? What was its economic impact? Focus on the business side and the modern health concern.

Teachers may wish to focus instead on the importance of archaeology in understanding the past. Ask students to relate examples of archaeologists' work adding to our understanding of history and another culture. They may relate examples from Greece, Italy and Egypt. What examples are found closer to home?

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On the Web (continued)

Fort Discovery

http://www.jamestown2007.org/kids.cfm
Begin with "What is a Commemoration?" and move through events, culture and suggested reading. Play online games.

Kids Commonwealth

http://www.kidscommonwealth.virginia.gov
"Virginia History" includes Jamestown/Yorktown Settlement, Colonial Life in Virginia and History of Jamestown.

Historic St. Mary's City

www.stmaryscity.org
Explore history of the fourth permanent settlement in British North America, Maryland's first capital and the birthplace of religious toleration.

Jamestown-Yorktown Foundation

http://www.historyisfun.org/
Covers the following topics: America's anniversary weekend, Powhatan village, film and galleries, world of 1607, Jamestown settlement ships, James Fort, riverfront discovery area, Jamestown chronology, and A history of Jamestown. Educator guides available from the Web site cover Cultures at Jamestown, Jamestown Settlement Resource Packet, Life at Jamestown, Living With the Indians, Tobacco and Labor, and Voyage to Virginia.

Virtual Jamestown

http://www.virtualjamestown.org/
The Virtual Jamestown Archive is a digital research, teaching and learning project that explores the legacies of the Jamestown settlement and "the Virginia experiment." As a work in progress, Virtual Jamestown aims to shape the national dialogue on the occasion of the 400-year anniversary observance in 2007 of the founding of the Jamestown colony.

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Read "Seed of Vice and Empire Is Found at Jamestown." What is the significance of the discovery of 400-year-old tobacco seeds? Where were the seeds found? What does the discovery of these and other seeds suggest about the food and survival of the first colonists?

Explain the importance of John Rolfe, a tobacco grower, in the developing economy of the first English settlement. The importance of the tobacco seed might also be related through the Spanish attempt to control the market.

If students know little of the role of tobacco in developing a stable Virginia and/or U.S. economy, groups might be asked to research tobacco during different time periods —1607 to 1776, 1777 to 1865, 1866 to 1930, 1930 to present.

Who Is John Smith?

A figure of cartoons, movies, history books and his own journals and accounts, John Smith makes an interesting study. What is myth and what is reality? How do historians and biographers place him in historic context and use available records of the time period to define him?

Teachers whose students explore history through primary and secondary sources would find Smith a worthy subject. "Reading and Rewriting History," from Teaching for Meaning provides an interesting discussion of using sources for historical fact for teachers. The "John Smith" sidebar's resources are a good starting point for students.

As a variation, a research project in which students use primary and secondary sources, books and Web sites to learn more about the following and other individuals who are part of the Jamestown story would provide a fascinating study of personalities, motives and intersection of lives.

Indentured servants
James I
Lord De La Ware
Christopher Newport
George Percy
Pocahontas
Powhatan
John Rolfe
John Smith

Take a Trip

Read "Along the James." The Washington Post Travel section details a three-day itinerary for visiting sites related to the Jamestown colony and James River plantations.

DAY ONE: In Richmond, Va., visit Agecroft Hall and Virginia House. Check out Henricus Historical Park, a living-history museum depicting a second English settlement started by the colonists who established Jamestown, and a re-creation of a Powhatan Indian village.

DAY TWO: On the south side of the James River, stop at Smith's Fort and Chippokes Plantation. At Chippokes Plantation State Park, visitors may tour the Chippokes Farm & Forestry Museum to observe the cultivation of peanuts and other crops on grounds that have been continuously farmed for 400 years. The adventurous can take a canoe trip on the James River and the Lower Chippokes Creek to examine how the Native Americans in the Powhatan empire lived.

Continue to Flowerdew Hundred, Bacon's Castle and Historic St. Luke's Church. Cross the James

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Previous NIE Guides

Additional lessons, activities and resources for study of the settlement of Jamestown and the Chesapeake Bay can be found in four previous Post Newspaper In Education guides (www.washpost.com/nie).

Colonial Chores (January 14, 2003)
Colonial livelihood is explored through the chores and activities of children.

Our First Families (September 23, 2003)
The era of the Algonquian-speaking people who settled on the Potomac and Anacostia rivers before 1400 is studied through a Q and A, watercolors and engravings of the late 1500s and the work of Post artist Patterson Clark. A timeline, map of the area in 1600, and "Mamonotowick, Weroances and the People" can be used for cross-disciplinary activities. First of nine once-a-month guides that feature an illustrated segment of the history of the Washington area.

Hogs Wild (October 21, 2003)
European exploration and settlement along the Potomac River, second in the series. Students learn about the first printing presses and newspapers in the colonies in "The First Draft of History." Government under British rule and colonial legal systems is introduced in "Law and Order: British Rules and Colonial Acts."

The Chesapeake Bay (April 2007)
Explore the Chesapeake Bay — the estuary; source of livelihood and recreation; and pollution, policies and goals to restore it. Visit its trails and write about an experience in a natural environment.

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River on the Jamestown-Scotland Ferry (free).

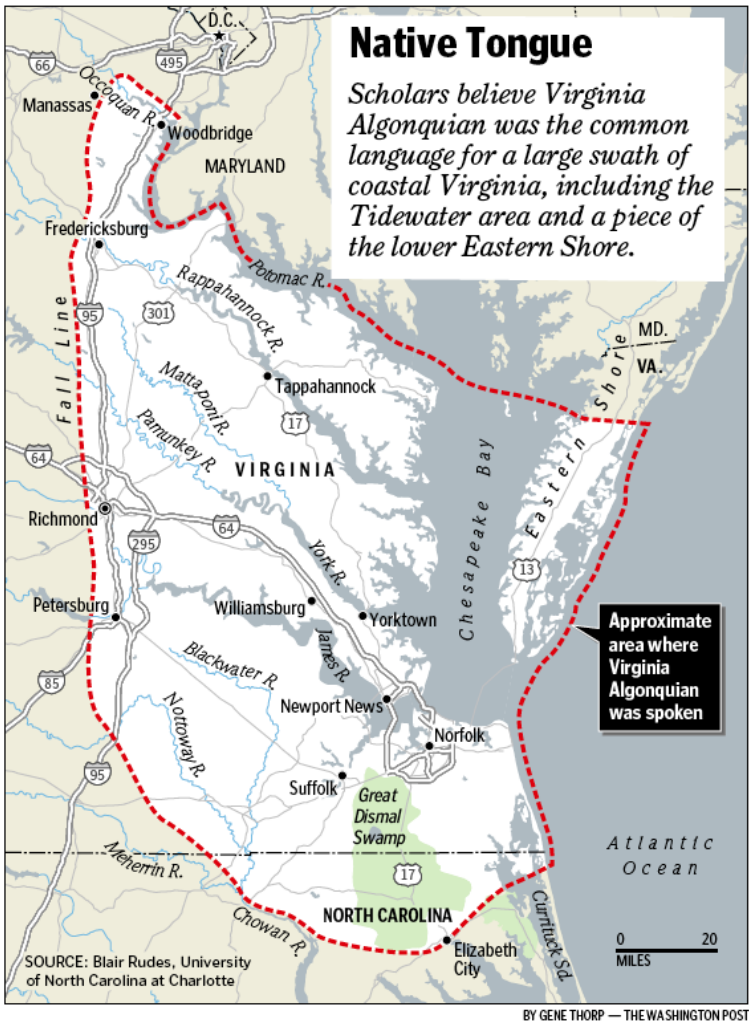
DAY THREE: After visiting Historic Jamestowne and Jamestown Settlement, head north on Route 614 to Route 5 to visit plantations on the north shore of the James River. The plantations include Berkeley, Evelynton, Shirley and Sherwood Forest.

If an actual trip (by families or as a class) to the sites cannot be made, visit Web sites to take a virtual tour. "A 17th-Century Feast for the Senses," a Post Road Trip can be downloaded (www.washingtonpost.com/roadtrip) for a trip focused on Jamestown.

Other Resources

In addition to the lesson suggestions in this first of a two-part Jamestown guide, review the material found in past Post NIE guides. See "Previous NIE Guides" for a listing. They provide insight into the Algonquian-speaking people who resided in the area, the livelihood of the colonial era and a child's life, and the Chesapeake Bay.

"Schools Celebrate Jamestown's Founding" lists many of the activities taking place in classrooms to study the founding of Jamestown.



John Smith

Captain John Smith
www.history.org/foundation/journal/smith.cfm
Article from *The Journal of the Colonial Williamsburg Foundation*

Captain John Smith Chesapeake National Historic Trail
www.nps.gov/nero/josm/
National Park Service site for the first national water trail established Dec. 19, 2006; establishment, maps and feasibility study and environmental assessment documents.

Captain John Smith Chesapeake National Historic Water Trail
www.conservationfund.org/midatlantic/maryland/john_smith_nht
Use the trail to learn about Native American history, early English settlement, Bay resources and as a case study of current economic opportunities through heritage tourism.

Jamestown Rediscovery
www.apva.org/jr.html
Association for the Preservation of Virginia Antiquites' site focuses on the archaeological project. View John Smith's story and timeline in the "History" section.

Captain John Smith Four Hundred Project
www.johnsmith400.org/
Much can be learned as students follow the reenactment of Smith's 1608 Chesapeake Voyage.

Captain John Smith, The Generall Historie of Virginia, New England & the Summer Isles (1624)
www.swarthmore.edu/SocSci/bdorsey1/41docs/10-smi.html
Read Smith's account

The Journals of Captain John Smith
John Smith and historian John Thompson, National Geographic, 2007

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Schools Celebrate Jamestown's Founding

In Virginia, Jamestown is not just another colonial episode or the backdrop of a Disney movie. It's at the core of the state's origins and is studied in grades 4, 6 and 11. Maryland's curriculum places Jamestown in fifth grade along with the earlier, failed English colony of Roanoke and the 16th-century Spanish settlement of St. Augustine in Florida. D.C. public schools teach fourth-graders about Jamestown's Capt. John Smith as they cover the founders of Massachusetts, Maryland and other colonies. Other states include Jamestown in a study of the colonial era.

The Washington Post staff covered or compiled many of the ways area schools were commemorating the 400th anniversary of Jamestown's founding. Below are some of the approaches that may be used by teachers in 2007 and in the years to come.

• Consider Jamestown through the eyes of Native Americans, English settlers, indentured servants and slaves brought from Africa. Host a symposium, role play or write stories to present different points of view.

• Visit Jamestown and talk with reenactors.

• Create Jamestown podcasts. These may include interviews, reports, poems, skits and songs — including colonial-style music students have composed. For an example visit *http://web.mac.com/jamestownelementary/iWeb/Jamestown2007/Podcast/Podcast.htm*. Jamestown Elementary students produced two dozen podcasts for which students researched such topics as sickness and starvation that they presented through the voices of an Indian girl and a colonial wife. Interviews took place with Pocahontas and King James I and a conversation on trade and farming took place between Smith and the area's tribal chief, Powhatan. The work of these fourth graders is expected to tie into a Smithsonian Folklife Festival display on Jamestown's anniversary.

BY BILL O'LEARY — THE WASHINGTON POST

A statue of Capt. John Smith gazes toward the James River at Jamestown.

• TV production students research and produce their own Life in Jamestown video or work with a fourth grade class. The younger students do the research and play the roles while the TV production students tape them and produce the final product.

• Get involved with the Jamestown-Yorktown Foundation school visit program. The foundation's teachers visit schools with structured lesson plans that feature reproductions of artifacts from the 17th and 18th centuries; the instructors also conduct workshops for elementary school teachers.

• Use reproductions of documents — indentured servant agreements, charters between King James and the Virginia Company, journals and maps — to interpret and analyze primary documents.

• Display Jamestown and other anniversary projects (2007 is the 250th anniversary of the founding of Loudoun County) in a school-wide social science fair.

• Compare and contrast artifacts from 1600 and now: quill pens and inkwells to computers and mechanical pencils; daily clothing worn by children then and now; uniforms worn by soldiers.

• Stage the play "Disappearance at Jamestown."

• Center art projects on scenes from Jamestown, then and now.

• Make Jamestown or Virginia trivia questions part of the daily announcements in May.

• Participate in a Memorial Day parade as Jamestown settlers, Native Americans and others who are part of the Jamestown story.

• Prepare a program for students and parents that includes music, poetry, readings from journals and dance. The program could be a combination of 1600s work and work created by students.

Pocahontas's Trail

England Honors a Native American Princess

GRAVESEND, England — Pocahontas, the Indian princess who helped the English colonists in Jamestown, Virginia, is buried in this riverside town east of London. She died here in 1617 while trying to make the long trip back to her native land.

This determined young woman helped bring peace between the Indians and colonists, was kidnapped and held hostage, became a wife and mother and sailed across the Atlantic Ocean — all by the time she was 21. Her story has been told in popular songs, historical movies and Disney cartoons.

While Pocahontas always has been popular, interest in her story is especially high this year, the 400th anniversary of the settlement of Jamestown, the first permanent English colony in North America. Pocahontas was 11 or 12 when the English arrived in 1607, and she became a go-between for her people and the settlers.

Her final resting place in this town on the River Thames is popular with tourists.

"Many people come here from the United States and from many other countries, too," said Sandra Soder of the Gravesend Historical Society as she showed a visitor around St. George's Church. Historians believe that Pocahontas is buried in a vault under the altar, but the exact spot is unknown because a fire destroyed the original church in 1727.

Recent visitors from Virginia included a group of Native Americans and Governor Timothy M. Kaine.

Pocahontas is thought to have died from a lung disease — either pneumonia or tuberculosis. She had been living in England for about a year with her husband, John Rolfe, and their son when they decided to return to Virginia. Pocahontas was not well when she got on the ship. When she grew sicker, she was taken ashore at Gravesend, "the last place to take on fresh water and vegetables" before heading to sea, Soder explained.

A life-size statue of Pocahontas, a gift from Virginia, is in the churchyard.

There is little surprise in the fact that, 400 years after she lived, Pocahontas still fascinates people. Not only did she help feed the starving English settlers, she also is credited with saving the life of Captain John Smith, who became her friend. After Smith was badly injured in a gunpowder explosion and sent back to England, Pocahontas was told that he had died. She was stunned to see him years later when she went to England.

Sometime after Smith left Jamestown, Pocahontas was kidnapped by colonists who held her for ransom. Still, she was "treated like an honored guest," Soder said.

It was during this time that she met Rolfe, a successful tobacco planter. Before their wedding in 1614 Pocahontas became a Christian, taking the name Rebecca at her baptism. Their son, Thomas, was born the next year, and the three of them sailed to England the year after that.

"She had a lot of courage," said Catherine Eyers, 9, who lives in Gravesend and visited the Pocahontas statue on a recent Sunday.

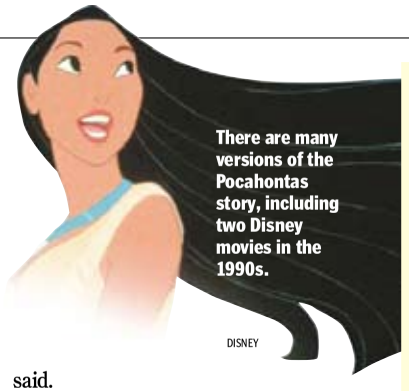
"Pocahontas is such a part of our history," said Angela Driscoll-Hicks, another visitor, adding that she hopes to travel to Virginia soon. But instead of crossing the ocean by ship, as Pocahontas did, she will fly.

— Mary Jordan

Learn More About Her

This is a great year to make a trip to Jamestown to learn more about Pocahontas. There's also an exhibit through June about her life at the Virginia Historical Society in Richmond. Closer to home, Antiques in Alexandria will have a display March 9-11 of Jamestown artifacts, a 1595 cannon and John Smith's map. For information, go to *www.antiquesinalexandria.com*.

Drawing of the original settlement, 1607.


There are many versions of the Pocahontas story, including two Disney movies in the 1990s.

DISNEY


BY KEVIN SULLIVAN — THE WASHINGTON POST

A statue of Pocahontas stands outside St. George's Church near where she is buried.


LIBRARY OF CONGRESS VIA ASSOCIATED PRESS

A Virginia Historical Society exhibit in Richmond shows Pocahontas with John Smith.

A Short but Memorable Life

1595-96: Pocahontas, also called Matoaka and Amonute, was born. She was the daughter of the powerful Algonquian chief Powhatan. They lived in what is now Virginia, about 12 miles from Jamestown.

1607: She met English settlement leader John Smith. According to his story of their meeting, he was about to be killed by Indians when Pocahontas rushed in, put herself between him and the Indians, and saved him. (In truth, this incident was a traditional tribal ceremony, and Smith's life was probably never in danger.)

1614: She married John Rolfe. Their son, Thomas, was born the following year.

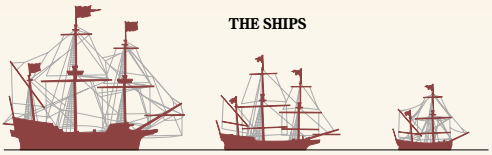
1616: The Rolfes traveled to England. There, Pocahontas saw Smith again.

1617: Pocahontas died in Gravesend, England, where she is buried.

Voyage to America: The Ships and Life At Sea

The hardships of founding a colony at Jamestown began the day the Susan Constant, Godspeed and Discovery set sail for the New World on Dec. 20, 1606. The ships lingered for six weeks in the English Channel, waiting for winds to blow them on course. At sea, 144 men and boys lived in cramped, sometimes unsanitary conditions on top of the cargo their ships carried. Women didn't cross until 1608. Food was limited in variety; the 144-day journey was monotonous with few activities to pass the time. Although little information about the original vessels that made the first trip has survived, historians have been able to piece together what life would have been like for the first colonists based on historical records and naval archeology of cargo ships of the time.

THE SHIPS



SUSAN CONSTANT
Ship was a year old when it made the voyage to Jamestown.

Approximate maximum speed: 10 knots (12 mph)

Passengers, 54; crew, 17

GODSPEED
Returned to England with the Susan Constant June 22, 1607.

Approximate maximum speed: 6 to 7 knots (7 to 8 mph)

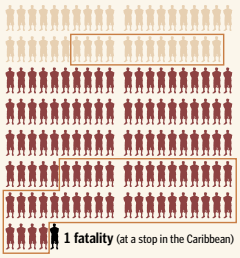
Passengers, 39; crew, 13

DISCOVERY
Purchased by the Virginia Company and stayed with the Jamestown colonists.

Approximate maximum speed: 5 to 6 knots (6 to 7 mph)

Passengers, 12; crew, 9

THE 144 WHO SET SAIL



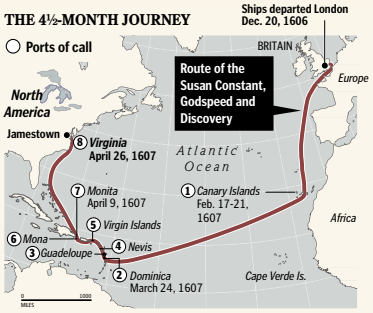
On the Godspeed

39 crew members: Returned to England

104 colonists Stayed to establish the Jamestown settlement

1 fatality (at a stop in the Caribbean)

THE 4½-MONTH JOURNEY



BY RICHARD FURNO — THE WASHINGTON POST

Life Aboard the Godspeed

The 12 crew members and the captain were divided into two shifts, or watches. Each worked four hours. The main, or weather, deck of the Godspeed was the crew's working platform. Most colonists had to remain in the hold, or below deck, through most of the voyage.

FOOD

Only foods preserved by salting, drying and pickling in vinegar, so they could be kept for months, were carried. On longer voyages, much of the food spoiled. One passenger noted at one point of the trip that the water smelled so bad that no one would drink it.

Daily rations included:

- **Dried hardtack, or biscuits**
- **Preserved meats and fish**
- **Cheese**
- **Oatmeal or barley**
- **A gallon of beer or cider**

Ships also carried dogs. Livestock, for food, included chickens and possibly pigs. Some may have been retained for use in the colony.

ENTERTAINMENT

Passengers had no daily duties. Storytelling, gambling with cards or dice and playing checkers, dominoes or musical instruments were ways they stayed occupied. Some game boards were carved directly onto the top of barrels.

RELIGIOUS SERVICES

A regular part of some ship routines. Most vessels had a chaplain.

SAILING

Ships relied on the wind for power; if the wind did not blow, the ships did not move. A "mixed sail plan" of square and triangular shapes improved the speed and turning of ships.

Above Deck

THE CREW

- **Captain:** Supervised the voyage
- **Pilot:** Directed the course near land
- **Navigator:** Directed course at sea
- **Helmsman:** Steered the ship
- **Mate:** Directed the crew
- Others did rigging and carpentry work, tarred ropes, pumped water from the bilge and maintained armament.

Steering Ships were steered using the tiller, a length of wood that controlled the rudder.

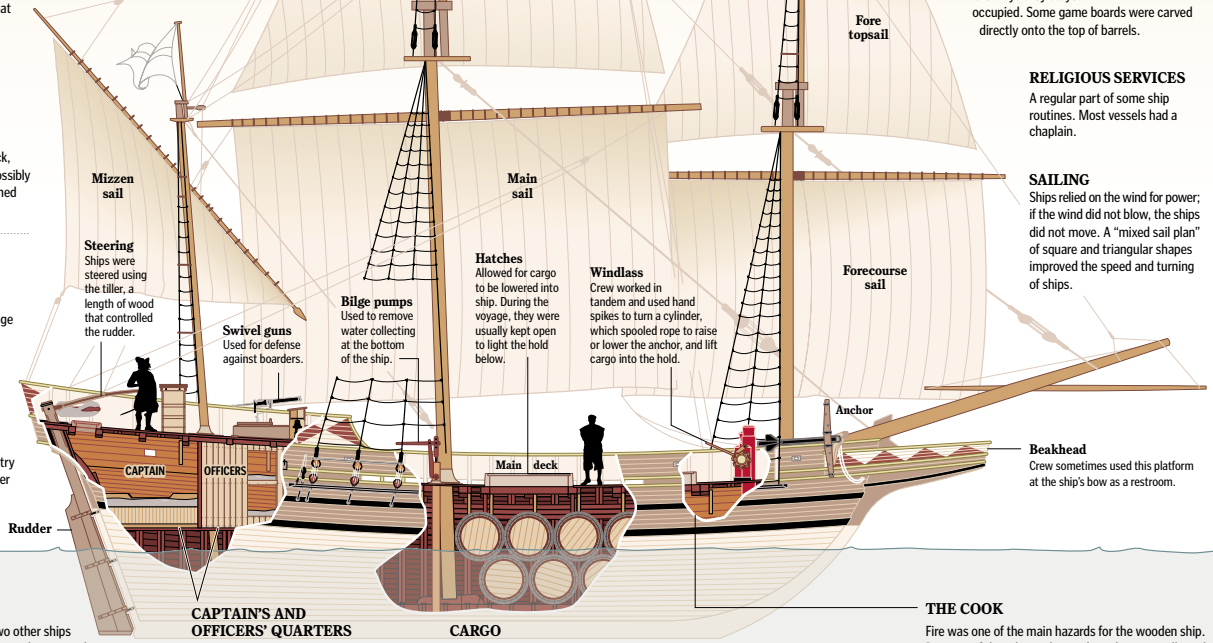
Swivel guns Used for defense against boarders.

Bilge pumps Used to remove water collecting at the bottom of the ship.

Hatches Allowed for cargo to be lowered into ship. During the voyage, they were usually kept open to light the hold below.

Windlass Crew worked in tandem and used hand spikes to turn a cylinder, which spooled rope to raise or lower the anchor, and lift cargo into the hold.

Beakhead Crew sometimes used this platform at the ship's bow as a restroom.



Below Deck

THE PASSENGERS

The Godspeed, along with the two other ships that sailed to Jamestown, was a merchant vessel and was retrofitted for passengers not factored into its 40-ton design. Because of this, the colonists lived and slept on top of the barrels and boxes loaded in the hold.

Most passengers would have slept on straw mattresses. A 4-by-6-foot pallet would sleep two people.

CAPTAIN'S AND OFFICERS' QUARTERS

Capt. Bartholomew Gosnold had a private room with a desk, bed and window. Bunks for officers were six feet long and in the stern, where the ride was smoother. Sea chests stored personal gear.

CARGO

Supplies were evenly spread between the three ships in case one got lost. Cargo was loaded until it was nearly up to the main deck. Typical supplies:

Tools: Picks, axes, hoes, nails, shovels, saws, drills | **Shipbuilding and maintanence tools** | **Tools for scientific experiments** | **Weapons:** Extra cannons, muskets

THE COOK

Fire was one of the main hazards for the wooden ship. Because of this, the cook was the only person allowed to light one. The cook's room was in the front of the ship, ahead of the wind, so smoke would not asphyxiate the crew and the wind would not feed a fire.

Food was cooked only in fair weather, in an iron cooking box lined with bricks. A grate allowed smoke to exit.

SOURCES: Capt. Eric A. Speth, Jaie Pizzetti, Jamestown-Yorktown Foundation

BY APRIL UMMINGER AND TODD LINDEMAN — THE WASHINGTON POST

An Integrated Curriculum For The Washington Post Newspaper In Education Program

BY BILL O'LEARY — THE WASHINGTON POST

Jacob Collett, 5, takes a picture of the replica ship "*Godspeed*" as it passes on the James river.

Setting Sail for the Past

Three Reproductions of 17th-Century Tall Ships — Godspeed, Susan Constant *and* Discovery — *Prepare to Re-Create a Portion of the Journey That Brought English Colonists to Jamestown*

By Fredrick Kunkle
Washington Post Staff Writer

• *Originally published Sunday, April 22, 2007*

JAMESTOWN, Va. — "Let's lay aloft and loose all sails!"

This sends Susan Harris clambering up the rigging that stretches like a giant spiderweb from the deck almost to the top of the ship's 72-foot mast.

Hand over sneaker she goes to the yardarm, then inches oh-so-carefully sideways until she is standing on a thin rope five stories above the James River. Cord by cord, Harris loosens the mainsail until the great white sheet bellies out with the breeze.

Off it goes, the *Godspeed*, borne by the wind into another time, 400 years ago.

"I just love it up there," Harris says back on deck. She is no younker, as the young seamen who climbed the rigging were known long ago. At 59, Harris is a new grandmother.

The former ice skating instructor from Williamsburg is one of 60 volunteer sailors who are re-creating the majestic voyage of three tall-masted ships to mark the 400th anniversary of the first permanent English colony in the New World.

By Thursday, the *Godspeed* and two other 17th-century reproductions will set sail to Cape Henry, off Virginia Beach, to commemorate the colonists' landfall there April 26, 1607. The *Godspeed* will then embark on a month-long Journey Up the James, visiting Hampton, Newport News and Claremont before returning here for Anniversary Weekend, a multimillion-dollar celebration from May 11 to 13. Afterward, the journey will continue to Henricus and Richmond. Each stop will feature tours of the ship.

One thing is certain: This trip will be easier than the first one.

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Although the three original ships — the *Godspeed*, the *Susan Constant* and the *Discovery* — are nowhere near as famous as Christopher Columbus's *Nina*, *Pinta* and *Santa Maria*, their trip was just as harrowing and its impact nearly as profound.

Crammed inside their holds were 105 men and boys, colonists betting they would find gold on the other side of the world. Two-thirds would be dead before year's end. But those who survived and followed, most poor, would transform the Tidewater region into the birthplace of a nation.

They set off from England in December 1606 on merchant ships built to haul cargo, not people. The biggest, the *Susan Constant*, was about the length of two mobile homes.

In those days, when transatlantic crossings were like moonshots, mariners were lucky to know exactly where they were, and their vessels were at the mercy of the weather. Passengers had little opportunity to go above deck for fresh air, as there was hardly enough room for the crew. The passengers slept two to a bunk and, when not fighting, they passed the time singing, reading or praying.

But at last the fleet reached Virginia. The *Godspeed*'s 10-day re-creation of the voyage up the James River will allow people to see what it must have been like.

The volunteer crew has been practicing the ancient sailing arts for the ship's official debut. On an early spring day, 21 volunteers met at Jamestown Settlement, the living history museum where the ships berth, to pilot the 72-ton vessel on a training voyage.

Capt. Eric Speth was at the helm. As maritime program manager for the Jamestown-Yorktown Foundation, a state agency, Speth researched 17th-century ships to compile specifications for the *Godspeed*.

The *Godspeed* was the 18-wheeler of the high seas in its day. Because naval architects back then did not work from detailed written plans, no blueprints of the ship have ever been found; two previous reproductions were built on educated guesses.

The new *Godspeed*, which took two years to build, was launched in March 2006. Half of its $2.65 million cost was financed by Virginia taxpayers, and the rest by grants from corporations and foundations. The new *Discovery* was built for $1.9 million, and the $2.14 million *Susan Constant* reproduction has been sailing since 1991. After the anniversary festivities, the three ships will return to Jamestown Settlement.

Like the original *Godspeed*, the 65-foot-long square-rigger has three masts and flies the 1607 British flag bearing the English cross of St. George and the Scottish cross of St. Andrew.

Unlike the original, the reproduction packs twin 115-horsepower diesel engines so it can chug without wind. No one relies on a sextant, either. The *Godspeed* is equipped with electronic navigational devices.

But sailing a17th-century ship on the wind remains a labor-intensive affair. During the training run, a half-dozen crew members were needed just to set and adjust the mizzen, a small sail aft.

Dressed in jeans and sneakers instead of the Jacobean costumes they will wear Thursday, the crew members ranged from 15 to 73 and included a retired NASA subcontractor, a home-schooled teenager from Mount Airy, Md., and a former member of the Virginia House of Delegates. Some have sailed for years. Others just signed on.

"I can't afford a boat, so I use this boat," said Jim Eppes, 64, of Fredericksburg.

The water felt like winter but the air felt like spring as the ship eased out into the river. Trees along the bank threw out their first blossoms.

Once under sail, the *Godspeed* cruised at four knots, or 4.6 mph. "She ghosts well," Speth said, meaning: "She sails really well in a light wind like this."

Kaia Danyluk, 31, said she took an interest in square-riggers while studying history at the College of William and Mary. Now a crew member with the Jamestown-Yorktown Foundation, Danyluk served as Speth's first mate.

"It's a challenge to learn the vocabulary and learn the different riggings," Danyluk said, while reminding people to avoid rope burns. Volunteers go through 32 hours of training.

Getting up to the riggings is a thrill: It requires a safety harness — which can be attached only once the crew member has reached the round top, a wooden platform that allows sailors to work on the sails. The first 60 feet? You're on your own.

"That's the scariest part, especially the first time," Eppes said. But, he added, it's the most exciting, too. "There's some people who've fallen off two or three times, and they'll still go back up there."

There is no denying the view from the round top is breathtaking — and sure to goose adrenaline levels with every rock of the boat. Earthbound sounds and cares seem to fade away. The ropes creak. When the ship turns lazily below, leaving a lacy curl of foam in its wake, you have the sensation of looking down on a toy while you're riding it.

But it's what you can't see that truly awes you: imagining sailors too young for whiskers climbing the rigging of the real ship 400 years ago — without safety harnesses, through rough weather, heavy seas and pirates.

Harris said she often imagines those men. As a woman, she also thinks of this: "I'm so glad it's 2007, because back then I wouldn't have been allowed to do this."

After four hours, the ship arrives home. "Welcome to the New World!" some wag shouts from the pier.

Tom Toles

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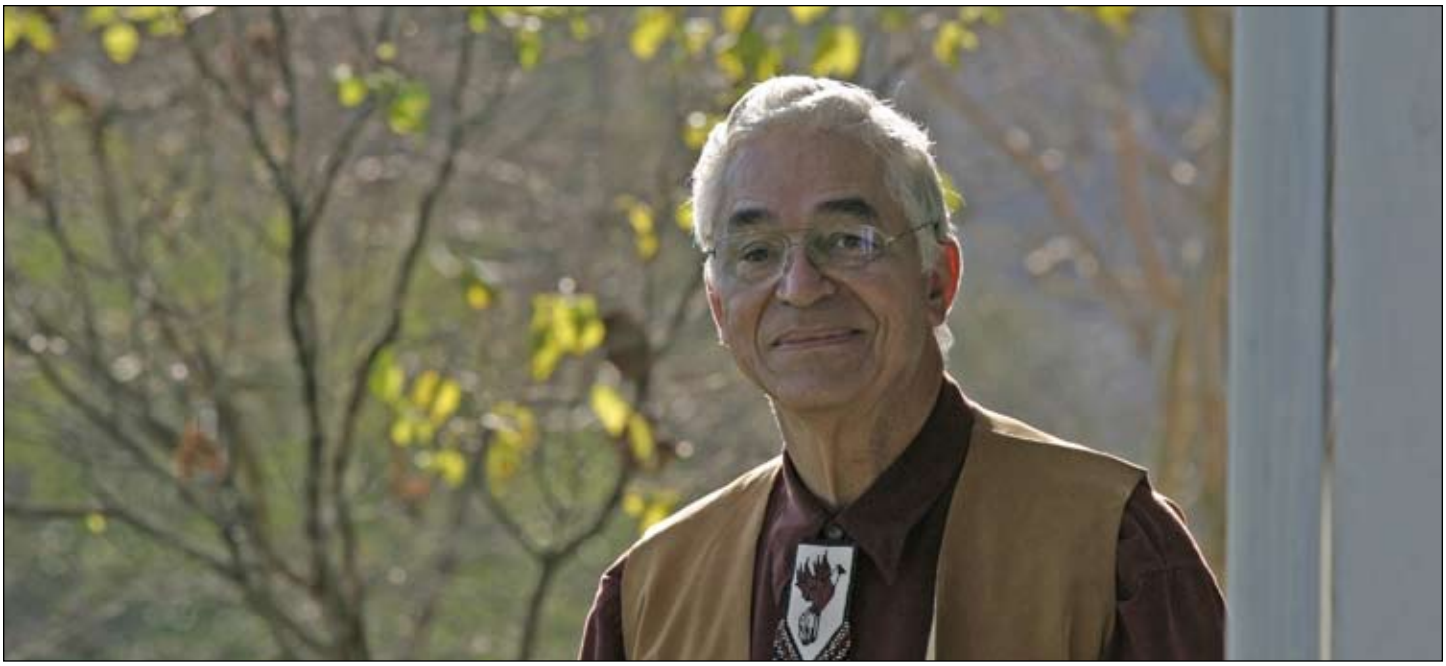

BY CAROL GUZY — THE WASHINGTON POST

Ken Custalow, a member of Virginia's Mattaponi Indian Tribe, offered a prayer in the Virginia Algonquian language at a ceremony this summer in England. He also makes flutes at his home on the reservation.

A Dead Indian Language Is Brought Back to Life

Relic of Va. Past Re-Created for Film

By David A. Fahrenthold
Washington Post Staff Writer

• *Originally published Dec 12, 2006*

MATTAPONI INDIAN RESERVATION, Va.— "*Muh-shay-wah-NUH-toe. Chess-kay-dah-KAY-wak*."

In his house overlooking the silvery Mattaponi River, Ken Custalow said the words over and over until it drove his wife crazy. Until she yelled from the next room: Have you memorized that thing yet?

Custalow, 70, a member of the Mattaponi tribe, was preparing to give a blessing at a powwow for Virginia Indians in England, part of the events commemorating the 400th anniversary of the Jamestown Colony. He was nervous. He would be speaking — and some of the audience would be hearing — his native language for the first time.

Muh-shay-wah-NUH-toe, he began the salutation. "Great Spirit . . ." Then: *Chess-kay-dah-KAY-wak*. "All nations ..."

The words came from a language that once dominated coastal Virginia, including part of what is now suburban Washington. Pocahontas spoke it. Tongue-tied colonists littered our maps with mispronunciations of it: Potomac, Anacostia, Chesapeake. Then, sometime around 1800, it died out.

But now, in a story with starring roles for a university linguist, sloppy 17th-century scribes and a perfectionist Hollywood director making a movie about Jamestown, the language that scholars call Virginia Algonquian has come back from the dead.

The result, for Virginia Indians such as Custalow, has been a stunning opportunity — to speak in words that their grandparents never knew.

"It was absolutely awesome," Custalow said. "To think, 'Golly, here was the language that my people spoke.'"

The language they spoke was just one of several in Virginia before colonization. Its home territory probably included the lower Eastern Shore and the coastal plain between Hampton Roads and the Potomac River, experts say.

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The Virginia it described is hard to superimpose on today's. It was a place where bears and elk roamed, where life alternated between stints at farming villages and seasonal migrations for hunting and gathering.

Then Europe landed on its doorstep. Language was one of many casualties.

"It is a natural process that happens to small communities," said Helen Rountree, a professor emerita at Old Dominion University who has studied Virginia tribes. "They had to go out and speak English to do all sorts of ordinary things." Without everyday use, Virginia Algonquian withered.

The same thing happened across the continent. Of perhaps 400 Indian languages spoken in North America in 1500, about 45 are in common use today, one expert estimated.

The Virginia language left behind those mangled place names (somehow "Nukotatunuk," the tribe living in the modern-day District, became "Anacostia"), as well as a few words absorbed into English, like "raccoon," "pecan," and "tomahawk."

A few traces survived among Virginia Indians: Chief Anne Richardson of the Rappahannock tribe said her family didn't use the word "bread."

"My grandparents and my parents would say, 'I'm making up apone,'" she said. The old Algonquian word had been "*apon*." Corn pone shares the same linguistic link.

For the first half of the 20th century, the loss of their language was a minor concern for Virginia Indians. They were often lumped into the "colored" side of a segregated society, barred from jobs and schools, and many moved away.

By the 1970s, though, discrimination had eased, and interest grew in the old Algonquian language.

Researching it was not an easy task. The best source was a list of Indian words and their meanings compiled by a Jamestown colonist in the 1600s. But it had been recopied by some of the 17th century's most incompetent scribes. Their N's looked like A's, which looked like U's, and they had a serious problem with spelling. The Algonquian word for "ants" had been mislabeled as "aunts," and the word for "herring" had become "hearing."

Then Hollywood entered the picture. In 2003, director Terrence Malick was preparing to film a movie about Jamestown, *The New World*, which ran in theaters in late 2005 and early this year. Blair Rudes, a linguist at the University of North Carolina at Charlotte, was hired to translate dialogue for Pocahontas's people.

Rudes started with the Colonial-era word lists and scholarly work and filled in the linguistic blanks using better-known Algonquian languages from all over the Eastern Seaboard. His task was a bit like trying to rebuild modern Spanish using only a few pages from a tourist phrasebook, plus Italian. One scene with three pages of dialogue took him a month.

But the director loved it. He wanted 50 scenes. Rudes translated in his hotel room for two weeks solid. At the end, people were speaking entire sentences in Virginia Algonquian — or at least a linguist's best guess at it — for the first time in 200 years.

"In order to do it, you don't think about that," Rudes said. "Then, when it's all over, you look back and say, 'Wow, I just re- created a language.'"

Among other things, his work has helped to dispel one of the area's most widely held beliefs: that "Chesapeake" means something like "Great Shellfish Bay." It doesn't, Rudes said. The name might actually mean something like "Great Water," or it might have been just a village at the bay's mouth.

Linguists are interested in the language's tendency, much like modern German, to mash together so many prefixes and suffixes that an entire phrase or sentence is summed up in a single word. "Rappahannock," for instance, contains elements that mean "back," "current of water" and "place." "Place where the water comes back" — it means a river moved by the tides.

"What are the possibilities for how humans can organize their thoughts and present them?" said Ives Goddard, an Indian language expert at the Smithsonian Institution. "Here's another blueprint, another bag of tricks."

For the descendants of Algonquian speakers, who account for seven of Virginia's eight state-recognized Indian tribes, the interest is more than academic. At Rudes's request, the movie studio made his work from the movie available to them.

"*Win-KAW-poe nee-TAWP*," Chief Robert "Two Eagles" Green of the Patawomeck tribe — a group in Stafford County without state recognition — can now say in his talks to school groups. Hello, my friend. "It kind of awakens them a little bit to the fact that everybody in America didn't always speak English," he said.

Some tribes have started teaching children pieces of the language; others say they want adult classes.

"I would like to see it as a restored language . . . to be spoken in its fullness," said Richardson, the chief of the Rappahannock tribe. "I don't want it partially restored. I want it fully restored."

A glimpse of the future might have come this summer in Great Britain, at a powwow the tribes held in the town where Pocahontas is buried. This was what Custalow had been preparing for: In the end, he didn't trust himself to memorize the strange syllables, so he brought along a cheat sheet.

Custalow said he did it flawlessly, ending the prayer with the Algonquian word "*NAH-daych*." The crowd responded with the same word in English: Amen.

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A Seed of Empire and Vice Found at Jamestown

By Fredrick Kunkle
Washington Post Staff Writer

• *Originally published Jan 10, 2007*

They are little specks no bigger than the period that concludes this sentence, but they represent the germ of something enormous: fortune, empire and a national vice that would visit a slow death on millions of people.

Three 400-year-old tobacco seeds recovered recently from the ooze of a colonial well in Jamestown appear to be the first and earliest-known evidence of cultivation by English colonists of a plant that would become the cash crop of a New World empire, a form of living gold that would eventually be shunned as a cancer-causing scourge.

Now, just as Americans progressed from the public health threat of tobacco to the threat of obesity, the 400th anniversary of the founding of Jamestown is refocusing attention on the "golden weed" because tobacco played a key role in turning around the colony's fortunes.

[The commemoration began last year with a series of events that will culminate in a three-day celebration in May highlighted by a visit by Queen Elizabeth II. The results of the microscopic analysis of the seeds will be presented this week at the Society for Historical Archaeology conference in Williamsburg.]

The seeds were found, along with the remains of wild food collected by the colonists, in a 15-foot-deep well dug sometime after 1610 at the site of the first permanent English-speaking settlement in North America.

Scientists also found the seeds of indigenous wild plants that the colonists also obtained for food, including blueberries, huckleberries, blackberries, cherries, grapes and persimmons. The remains of hickory nuts, acorns and beech nuts that had been hulled but not eaten suggest that the colonists had gathered those before they were ripe.

COLLEGE OF WILLIAM AND MARY APPLIED RESEARCH CENTER

A 400-year-old tobacco seed, magnified.

But Steve Archer, an archaeobotanist for the Colonial Williamsburg Foundation, said those finds suggest that the colonists, facing starvation because of their own folly and ineffectual attempts to make do, had been taught by Native Americans what to eat.

"The guys in Jamestown were not just stumbling around the woods stuffing things into their mouths," Archer said. "They had never encountered a persimmon before. What someone had to do was show them how to eat them, particularly since persimmons are not edible until they're practically rotten."

Tobacco seeds are rarely found at archaeological sites because of their tiny size, dry burial conditions and practices by growers that removed the seeds from the plants. But in a study funded by the magazine, Archer recovered the tiny tobacco seeds by sifting through three samples of goopy mud recovered from an early well built by the colonists.

"It was thick and soupy," he said. "It had the consistency of frosting."

Archer said further testing, through DNA analysis, could shed light on whether these seeds came from the highly desirable, milder Nicotiana tabacum species grown in the West Indies or the harsher, more powerful Nicotiana rustica grown locally by natives.

John Rolfe, a Jamestown colonist better known as the husband of Pocahontas, somehow got his hands on the West Indies strain of tobacco seeds and began growing them in Virginia. The Spanish, who were making a market in tobacco, had decreed the death penalty for anyone caught giving such seeds to a non-Spaniard.

In March 1614, Rolfe sent four barrels of tobacco to England; four years later, the colony shipped 49,528 pounds, according to the book *Love and Hate* in Jamestown by David A. Price.

The well was later abandoned and used as a trash heap. It was sealed when colonists built an addition for the governor's house atop it, and archaeologists began excavating it in fall 2005.

Under magnification, the seeds show a wrinkly husk covered by jigsaw-like shapes. Packed inside was a terrible genie with the power to soothe and torment its users.

But no one knew that then. Natives in the West Indies offered Christopher Columbus some tobacco leaves as a gift. Columbus knew enough to see that the Indians' pungent dried leaves were intended as tribute, but he didn't know what to do with them. He threw them overboard.

Despite four decades of a concerted public health campaign, about 45 million U.S. adults still puff away each year, and tobacco use remains the leading preventable cause of death, accounting for more than 400,000 deaths a year. Yet last year, a group of state attorneys general reported that per capita consumption fell to levels not seen since the 1930s.

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Along the James

At Virginia's Original McMansions, Catch a Glimpse of the Settlers' Style

By Fredrick Kunkle
Washington Post Staff Writer

• *Originally published Sunday, April 29, 2007*

Stroll the grounds of Virginia's Berkeley Plantation and you get it all: the sweep of history, with its legacy of fearless English settlers in the age of Shakespeare, Revolutionary War-era drama, and the genteel affluence and power of the Tidewater's aristocratic masses.

In the silences, you also feel history's sorrows: the Indian uprising of 1622, which wiped out the English settlement for a time, and the war of extermination against Native Americans that followed; the institution of slavery that imprisoned millions of human beings; and the Civil War, which ripped the nation in two.

It's like that for modern visitors to the James River plantations that sprang up after colonists established the first permanent English colony at Jamestown on May 13, 1607. Although Jamestown itself would wither, the plantations carried on its mission, steadily expanding across the Tidewater region until Europeans reached the tipping point as the new majority, giving birth to a way of life that shaped the United States. By 1618, some 600 people of the 1,800 who had left England were living on the plantations, which had penetrated five miles inland and dotted both sides of the James River from its mouth to the present site of Richmond.

Today you can drive Route 5, which hugs the north bank of the James River, or mosey along Route 10, along the southern shore, touring about half a dozen English manors and estates of the folks whose language and customs we still share. Some are state-run museums, full of antiques and informative docents, and a few are operated by foundations. Some are in private hands and closed to the public, except for tours arranged in advance.

Seeing these early settlements — places such as Bacon's Castle, Berkeley, Shirley, Flowerdew Hundred or Belle Air — allows a glimpse of a culture that arose from a collision of Europeans, Africans and Indians.

The early planters brought steel, glass and gunpowder, and something more: a taste for baronial homes and a delight in manicured gardens and lawns. It was a style that would come to stand for all that was romantic and aristocratic of the South.

And yet. One of the most fascinating reasons for visiting Jamestown and the surrounding plantations is not just to ooh and ahh at the Waterford crystal chandeliers. The plantations, perhaps more than any other spot in early America, force you to reflect on our blind spots. In addition to the enormous evils of slavery and the destruction of Native American culture, there were the lesser, but still ruinous, consequences of building an entire society around the cultivation of tobacco.

So why is seeing the plantations so worthwhile? You get a glimpse of the beginnings of the nation we've become.

The Dig Continues

It's possible to see several James River plantations in a single day. Two of the best bets are Bacon's Castle and Berkeley Plantation, with a side trip to St. Luke's Episcopal Church, which offers another unusual perspective on early Colonial life.

My trip along the James River began at Jamestown, as the colonists' did. A crude but historically accurate palisade of timbers now stands where the original fort was at Historic Jamestowne, thanks to the findings of archaeologist William M. Kelso. In 1994, Kelso uncovered the footprint of the original fort and much more, including graves, despite a longstanding belief that it had been washed away by the river. The dig continues today, and visitors can watch as archaeologists sift soil through screens for new finds. The archaeologists also welcome questions.

Inside the walls of the fort is a replica of an early church where the colonists, drawing on English legal customs, would also shape the progress of self-government and private enterprise, and carry those traditions into the surrounding plantations. The General Assembly first met in a church in Jamestown in July 1619, and some of its members represented the plantations.

The site also has a new museum called the Archaearium, and a new visitors center displays artifacts from all three cultures found there, including armor, tools and jewelry.

Less than a mile away is Jamestown Settlement, whose museum and living-history exhibits have undergone a complete makeover for the 400th anniversary. The exhibits strike just the right note for modern visitors: There are interactive features, such as a map that lights up to depict all the era's European colonies around the world, and a sextant to practice navigation. But they are also meaty and not excruciatingly cute.

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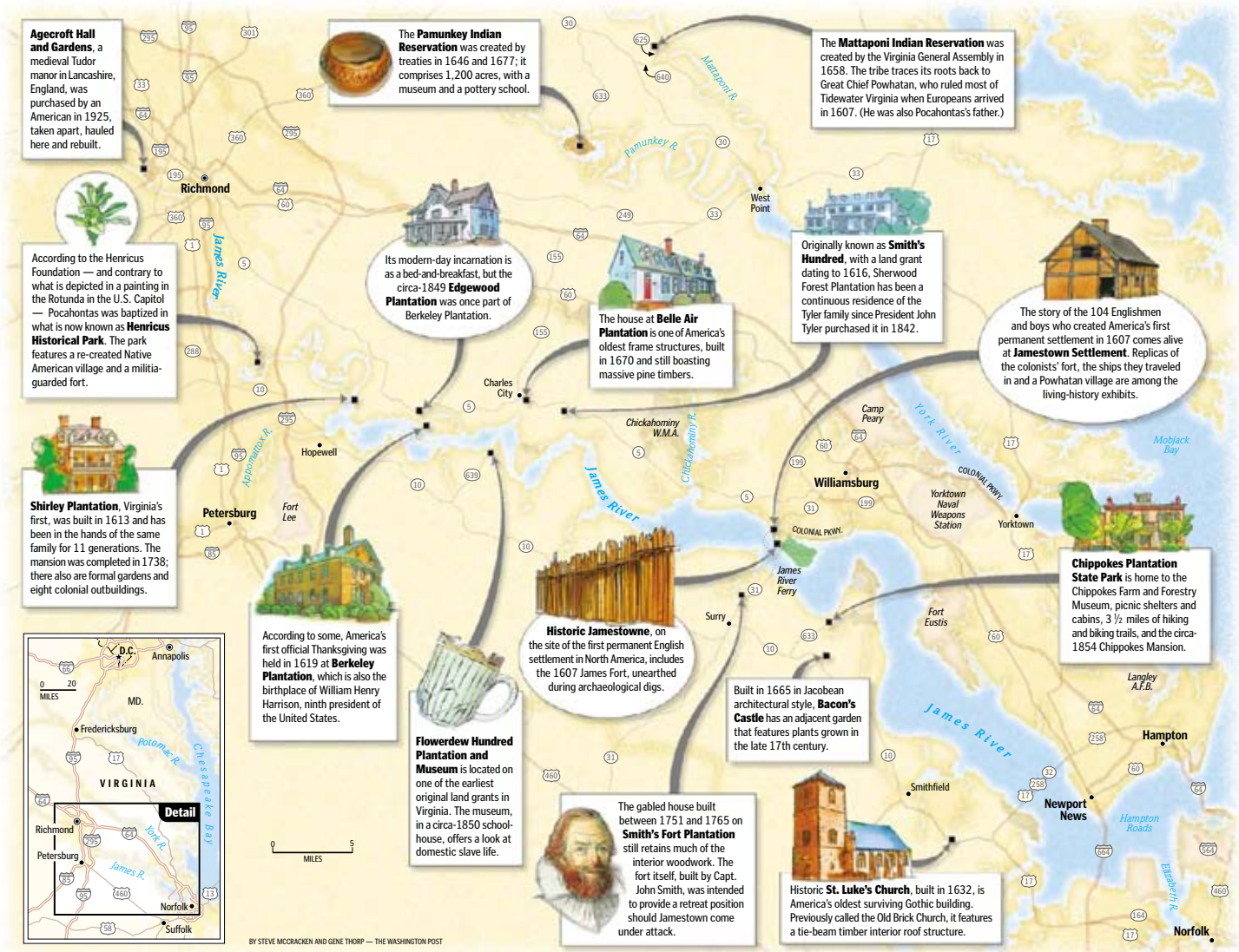
JAMES RIVER PLANTATIONS



■ **Agecroft Hall and Gardens** (4305 Sulgrave Rd., Richmond), 804- 353-4241. Open Tuesday-Sunday year-round. Admission: $7.

■ **Bacon's Castle** (465 Bacon's Castle Trail, Surry), 757-357-5976, *www.apva.org/baconscastle*. Open weekends in March and November, and Tuesday-Saturday April 1-Oct. 31. Admission: $7.

■ **Belle Air Plantation** (11800 John Tyler Memorial Hwy., Charles City), 804-829-2431, *www.jamesriverplantations.com/belleair.htm*. Open by appointment for groups of 20 or more; $10 per person.

■ **Berkeley Plantation** (12602 Harrison Landing Rd., Charles City), 804-829-6018, *www.berkeleyplantation.com*. Open daily year-round. Admission: $11.

■ **Chippokes Plantation State Park** (898 Chippokes Plantation Rd., Surry) , 757-294-3625, *www.dcr.virginia.gov/state_parks/chi.shtml*. Open daily year-round; tours of the mansion and the museum are free.

■ **Edgewood Plantation** (4800 John Tyler Memorial Hwy., Charles City), 800-296-3343, *www.edgewoodplantation.com*. Open daily year-round. Admission: $10.

■ **Flowerdew Hundred Plantation and Museum** (1617 Flowerdew Hundred Rd., Hopewell), 804-541-8897, *www.flowerdew.org*. Open Monday-Friday, April 1-Nov. 15. Admission: $10.

■ **Henricus Historical Park** (251 Henricus Park Rd., Chester), 804-706-1340, *www.henricus.org*. Open Tuesday-Sunday year-round. Admission: $6.

■ **Historic Jamestowne** (on Jamestown Island), 757-229-1733, *www.historicjamestowne.org*. Open daily year-round. Admission: $15, children younger than 15 free.

■ **Historic St. Luke's Church** (14477 Benns Church Blvd., Smithfield), 757-357-3367, *www.historicstlukes.org*. Open daily, except Mondays, every month except January. Donations accepted.

■ **Jamestown Settlement** (intersection of Route 359 and 31 South), 888-593-4682, *www.historyisfun.org*. Open daily year-round. Admission: $13.50.

■ **Mattaponi Indian Reservation** (1467 Mattaponi Reservation Circle, West Point), 804-769-4508, *www.baylink.org/Mattaponi*. Open daily year-round; shad hatchery open March 1-June 1.

■ **Pamunkey Indian Reservation** (175 Lay Landing Rd. Route 1, King William County), 804-843-4792, *www.baylink.org/Pamunkey*. Open year-round Tuesday-Sunday. Admission: $2.50.

■ **Sherwood Forest Plantation** (14501 John Tyler Memorial Hwy., Charles City), 804-829-5377, *www.sherwoodforest.org*. Grounds open daily year-round. Admission: $5. Tours of the home available by appointment, $35.

■ **Shirley Plantation** (501 Shirley Plantation Rd., Charles City), 800-232-1613, *www.shirleyplantation.com*. Open daily year-round. Admission: $10.50.

■ **Smith's Fort Plantation** (217 Smith's Fort Lane, Surry), 757-294-3872, *www.apva.org/smithsfort*. Open weekends in November, and Tuesday-Sunday April 1-Oct. 31. Admission: $7.

■ **Virginia House** (4301 Sulgrave Rd., Richmond), 804-353-4251, *www.vahistorical.org*. Open daily year-round. Admission: $5.

ONLINE

More on Plantations

For an **interactive version** of the above map, visit *www.washingtonpost.com/travel*.

Fredrick Kunkle will discuss this story during the Travel section's weekly chat Monday at 2 p.m. on *www.washingtonpost.com*.

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Although the word "plantation" inevitably conjures images of "Gone With the Wind," the English used the term back then to describe any settlement in a new country. Some were also called "hundreds," which was a term used to describe any political unit larger than a village and smaller than a shire, or county.

These early plantations were both large-scale agricultural operations and commercial centers. Poorer farmers, known as yeomen, whose small holdings were located on the frontier, journeyed to the James River plantations to sell their crops, trade, and purchase goods and tools manufactured in Britain.

An Early Revolutionary

Cross the car ferry from Jamestown to the town of Scotland and you're only a few minutes from Bacon's Castle, whose name is a misnomer. Nathaniel Bacon, who has the distinction of having led the first revolt by settlers against a Colonial authority in America 100 years before the Revolutionary War, never lived here. And he is not believed to have even visited. But about 70 of his followers seized the house during Bacon's Rebellion, from September 1676 until the end of the year. Archaeologists have discovered that they had a grand time plundering the manor's supply of wine and liquor.

The two-story house was built in 1665 by a merchant and planter named Arthur Allen, whose Surry County property covered about 700 acres. It is believed to be the oldest standing brick house in Virginia.

Owned and operated by the nonprofit group APVA Preservation Virginia, the rooms convey touches of English life — especially in the diamond-leaded casement windows and the high-style Jacobean features, such as triple-stacked chimneys and curved Flemish gables — and efforts by their owners to try to stay up with fashions changing half a world away in England.

Our fast-talking guide, Marshall Blevins, noted that an early mistress of the house regularly sent away to England for "fashion plates," sort of the Glamour magazine of the time. These engravings and woodcuts gave illustrations of the latest dresses and styles, which seamstresses at the plantation could then copy. Even if your husband did move you to the boonies, you didn't have to be out of fashion.

Archaeological excavations at Bacon's Castle in the 1980s uncovered the earliest example of a formal English garden in America, which has been restored. Blevins noted that one vegetable the owners did not grow was the tomato, because it was thought to be poisonous. And, as it happens, they were half-right: The acid from tomatoes may have interacted with the settlers' pewter serving dishes, causing a chemical reaction that released lead.

The house's namesake was the hotheaded son of aristocrats who was packed off to the New World to better himself. Nathaniel Bacon arrived in Virginia with connections to the governor, Sir William Berkeley. But Bacon became incensed when Berkeley refused to give him permission to retaliate against Indian raids on his property, and so he raised a band of vigilantes who took matters into their own hands. They soon found themselves battling the governor and other supporters of the Crown, and even burned Jamestown. Bacon was declared a rebel.

The governor vowed to capture Bacon dead or alive; he said he would hang the corpse if he could. But Bacon died at the age of 29 of unknown causes, and the rebellion melted away. His body was never found.

The best part of the tour was imagining the fun the rebels must have had at the owner's expense. They filled dumps with broken wine bottles, which are on display.

Just down the road from Bacon's Castle is Historic St. Luke's Church. The Old Brick Church, as it was first known, was built around 1632 and is believed to be the oldest existing church of English foundation in America and the oldest surviving Gothic structure.

It is smaller than what you might expect when you hear the word "Gothic." Stepping inside the church, its nave suffused with warm light from stained-glass windows manufactured in the 1890s, offers a humble, distinctly American echo of the much grander and more elaborate Gothic cathedrals of Europe. One of the windows likens George Washington to Moses; another casts Robert E. Lee as David.

My favorite artifact was the 1630s English chamber organ, the oldest such instrument in the United States. For something so old, it looks in good shape, with colorful scenes of David before Saul and Jephthah's daughter painted on the inside of its doors. Purchased in 1630 by a noble family in Norfolk, England, it was acquired by the church in the 1950s from a collector. It was still playable, but barely.

"It just sounded like evil, demented circus music," said our guide, Collin Norman. After some careful restoration and tuning by specialists, the organ was able to sound out the "Doxology," a recording of which Norman played for us.

Home of Presidents

On the other side of the river in Charles City, about 20 minutes north of Jamestown, is Berkeley, an imposing Georgian mansion that puts a premium on symmetry (though the balance was thrown off a bit by the addition of a wing on one side of the main structure – the owner ran out of money before building one for the other side). In 1726, Benjamin Harrison IV built the three-story Georgian brick manor, which is said to be the oldest three-story brick house in Virginia that can prove its date.

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It is also believed to be the first Virginia house to have crowned its top story with a pediment roof.

Our guide, Elizabeth Pettigrew, who was dressed in period costume, explained that one of the ways the date of the building can be proved is a round stone on an exterior wall with the date of its construction. It also bears a romantic message: Declaring his love for his wife, Anne Carter, the owner wrote in stone: "B ♥ A."

Just below this charming detail lies one of those reminders of the unpleasant side of plantation life: "the whistling walk," a 40-foot tunnel between the outdoor kitchen and the main quarters, whose name comes from orders to the slaves to whistle while bearing meals to ensure that no one filched from the platters.

The plantation's story began when 38 men boarded the vessel *Margaret* in Bristol, England, and sailed across the Atlantic to settle an 8,000-acre land grant of virgin forest and meadow titled "Berkeley Plantation and Hundred." Arriving 2 1/2 months later on Dec. 4, 1619, the colonists, led by Capt. John Woodleefe, fell to their knees and gave thanks.

Berkeley's boosters call this ceremony America's first Thanksgiving and celebrate it as such every year, regardless of the hooting from New England (or St. Augustine, Fla., which has made a similar claim to the first Thanksgiving).

Though better prepared and accompanied by more skilled workers than the feckless gentlemen who arrived in Jamestown, Berkeley's settlers still struggled, laboring in vain to create a textile industry on mulberry trees and silkworms. About half the colonists soon died, and reinforcements were needed a year later. But slowly, farming and tobacco caught on.

Then catastrophe struck. After a relatively long period of peace and coexistence, the Virginia Indians, under a new leader, planned a deadly uprising on March 22, 1622.

BY JAY PAUL — VTC

Jamestown Settlement offers tours of its living-history re-creations.

On that Good Friday morning, the Indians wandered into Berkeley and other settlements, as if to work and trade as usual. But as if by some secretly communicated signal, the Indians took up whatever weapons were at hand — settlers' muskets resting in corners, carving knives, hatchets and staves for driving livestock — and cut down men, women and children. Twenty-five plantations were attacked, and 349 people died.

Berkeley and other outlying plantations were evacuated to Jamestown. The Indians had hoped to extirpate the English once and for all time. But it was too late: Too many Europeans had come.

Berkeley would not be revived until Benjamin Harrison III, a second-generation immigrant, purchased the property in 1691. Benjamin III would be the first of a bewildering number of Benjamin Harrisons who resided there and laid some claim to the nation's history, including two presidents of the United States.

The Harrisons lost control of the plantation in the 1840s, and it changed hands several times. Gen. George B. McClellan's troops occupied the plantation during his campaign to capture Richmond, and President Lincoln visited him there twice. It was also here that Gen. Daniel Butterfield composed the bugle call taps in July 1862.

Berkeley was abandoned for almost 75 years at the end of the Civil War until a drummer boy from McClellan's army, John Jamieson, purchased the property and 1,400 acres in 1907, and his heirs restored it.

Spend a few moments looking across the panorama of terraced lawns from the grand Georgian manor and you envy the owners their days of leisure. But you also remember the slaves who dug by hand those five vast terraces that stretch a quarter-mile from the palatial manor to James River's shore.

Fredrick Kunkle covers Virginia for The Post.

Academic Content Standards

This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.

Maryland

Social Studies: Individuals and Societies Change Over Times (Topic A, Standard 5) Analyze the chronology and significance of key historical events during the age of European exploration (Indicator 1).
Objectives (Grade 5, History)
a. Describe the origin, destination and goals of the North American explorers.
b. Evaluate the results of the interactions between European explorers and native peoples.

Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America (Indicator 2)
Objectives (Grade 5, History)
a. Describe the major settlements in Roanoke, St. Augustine and Jamestown
b. Analyze how key historical events impacted Native American societies

Emergence, Expansion and Changes in Nations and Empires (Topic B, Standard 5)
Analyze the growth and development of colonial America (Indicator 2)
Objective (Grade 5, History)
a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered.

Social Science: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time. (Standard 3)
Objective (Grade 5, Geography)
d. Compare geographic locations and geographic characteristics of colonial settlements, such as Jamestown, Plymouth, Boston, Philadelphia, Charleston and New York City.

The Maryland Voluntary State Curriculum Content Standards can be found online at http://mdk12.org/mspp/vsc/index.html.

Virginia

Virginia Studies: The student will demonstrate knowledge of the first permanent English settlement in America by
a) explaining the reasons for English colonization;
b) describing how geography influenced the decision to settle at Jamestown;
c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
e) identifying the importance of the arrival of Africans and women to the Jamestown settlement;
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers (VS.3)

The student will develop skills for historical and geographical analysis including the ability to
a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
c) compare and contrast historical events;
e) make connections between past and present;
g) interpret ideas and events from different historical perspectives.

Standards of Learning currently in effect for Virginia Public Schools can be found online at www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml.

Washington, D.C.

Social Studies: Students describe the productive resources and market relationships that existed in early America (4.5, Grade 4)
1. Students describe the economic activities within and among Native American cultures prior to contact with Europeans.
3. Students understand the development of technology and the impact of major inventions on business productivity during the early development of the United States. For example, students use the Internet to discover the ways in which Native American culture conducted trade along the Trading Path (a route spanning the Chesapeake Bay Region to Northern Georgia).

Social Studies: Students describe the cooperation and conflict that existed among the Native Americans and between the Indian nations and the new settlers. (4.6)
1. Students understand the major ways Native Americans and colonists used the land, adapted to it, and changed the environment.
4. Students explain the cooperation that existed between the colonists and Native Americans during the 1600s and 1700s (e.g., fur trade, military alliances, treaties, and cultural inter changes).

Learning Standards for DCPS are found online at www.k12.dc.us/dcps/Standards/standardsHome.htm.