

## Week 20: Early English Colonies in America: Jamestown

### THREADS: Historical

#### Grammar:<sup>1</sup>

- Begin the week by introducing the unit as a whole, after deciding where you'll focus, given your child's experience in these topics.
- Learn/review that the first permanent European colony in America was the Spanish colony called St. Augustine, in Florida.
- Learn/review details about the lost colony of Roanoke.
- Learn/review the story of how Jamestown was founded.
- Learn/review about Native American tribes of the region where Jamestown was founded.
- Study tobacco: why was it the crop that saved Jamestown?
- Tie back this week's topics with earlier studies, especially of Elizabeth I and Sir Walter Raleigh.

#### Dialectic:

- In addition to the basic "story" of the establishment of the colonies, help students put the founding of English colonies in North America in context of all we learned in the previous units:
  - Elizabeth I and James I, and the famous English monarchs who oversaw and affected their founding.
  - The European political and commercial rivalries that led to their establishment and affected their development.
  - Earlier explorers, and the shores to which they had come to claim land for the European countries they sailed for.

#### Rhetoric:

- In addition to all of the above, study the spiritual and moral foundations of Jamestown and see what resulted. Discuss whether the common historical judgments on Jamestown's worldly emphasis are completely borne out by the facts.
- For advanced students, look at the English commercial and governmental forces at work in the establishment of Roanoke and Jamestown.

### THREADS: Geographical

During the Colonial America unit, and for the rest of the year, we will be exploring the geography of America. Because we will spend a lot of time on American history, your children, young and old, have a unique opportunity to become true experts on its geography. This program presents a "drop by drop the bucket is full" approach to acquiring such expertise. This week:

#### Grammar:

- Learn the major landforms of North America, focusing on river systems and large topographical features. (A two-week project of a detailed, painted salt map is highly recommended.)
- Be sure to locate Roanoke, St. Augustine, and Jamestown on a map of the Eastern Seaboard of North America.
- We recommend that you use this unit to firmly fix the locations of the 13 colonies, and their major settlements, into your children's minds. To this end, a "book of colonies" might make an excellent extended project. Each week, generate a map of each colony you study, and have your young child label and shade it with appropriate geographical information. If undertaking this project, this week, you should have him fill out a map of North America (with major landforms from Student Activity Pages labeled) and a "close up" map of the 13 colonies, labeled with their names.

#### Notes:

##### Core Assignments by learning levels:

##### Lower Grammar:

- Core History readings.
- Geography: begin to introduce major landforms of North America.
- Literature: Pocahontas books.
- Writing Assignment.
- Vocabulary: understand listed words.
- Hands-on: as you choose.

##### Upper Grammar:

- Core History readings.
- Geography: introduce major landforms of North America.
- Literature: books on Pocahontas.
- Writing Assignment.
- Vocabulary: understand/spell listed words and those listed for younger students.
- Hands-on: as you choose.

##### Dialectic:

- Core History readings.
- Geography: review major landforms of North America and focus on the shoreline of the Eastern Seaboard.
- Literature: life of Pocahontas.
- Writing Assignment.
- Vocabulary: SAT Prep.
- Time line: add this week's dates.
- Hands-on: as you choose.

##### Rhetoric:

- Core History readings.
- Geography: review major landforms of North America and focus on the shoreline of the Eastern Seaboard.
- Literature: selected readings from John Donne and George Herbert.
- Writing Assignment.
- Vocabulary: SAT Prep.
- Time line: add this week's dates.
- Hands on: as you choose.

##### OPTIONAL:

- Government Credits: alert students to the importance of the House of Burgesses.
- Church History Credits: remind students of the character of James I.
- Fine Arts/Art History Credits: begin exploring early American crafts and survival techniques with your students—especially younger ones.

**NOTE:** the reading assignment in *The World of Captain John Smith* is hefty—107 pages. My children found it interesting enough to not be burdensome, but not all will. You may want to make extra time for a family read-aloud of this book this week.

<sup>1</sup> There are more choices listed here than one can use in a typical Week-Plan. Please make your choices based on how much your children have studied Colonial America in the past. See the chart in the Unit 3 Introductory Notes, p. 2.

**Notes:****Details on the Land and Climate of Virginia from *World Book*** 

**Land regions.** Virginia has five main land regions: (1) the Appalachian Plateau, (2) the Appalachian Ridge and Valley Region, (3) the Blue Ridge, (4) the Piedmont, and (5) the Atlantic Coastal Plain. [As such, it is representative of most of the geographical land-forms of the Eastern Seaboard. The detailed descriptions below are meant to give you an idea of the details you might want to include in a general study of the entire region (over which the 13 colonies eventually extended—from New England to Georgia). Key terms for map labels are bolded.]

**Appalachian Mountains**, pronounced ap uh LAY chuhn or pronounced ap uh LACH uhn, are the second largest mountain system of North America. Only the Rocky Mountain system is larger. The Appalachians extend about 1,500 miles (2,400 kilometers) between the Gaspé Peninsula in the Canadian province of Quebec and Birmingham, in central Alabama. The valleys of these mountains include important agricultural and recreational regions. The Appalachians are also a major source of mineral deposits.

The Appalachian Mountains ... are [believed to be] the oldest mountains in North America. The name Appalachian comes from the Apalachee Indians.

**Physical features.** The chief ranges of the northern Appalachians include the Notre Dame Mountains in Quebec, the **White Mountains** in New Hampshire, the **Green Mountains** in Vermont, and the **Catskill Mountains** in New York.

Southwest of the **Hudson River**, the Appalachians are divided into three main sections—the **Blue Ridge**, the Great Valley, and the Ridge-and-Valley Province. The Blue Ridge has most of the Appalachians' tallest mountains, including the tallest, Mount Mitchell. This peak rises 6,684 feet (2,037 meters) near Asheville, N.C.

North of Virginia, the Blue Ridge Mountains are separated into small sections by major valleys called water gaps and wind gaps. A water gap, such as the Delaware Water Gap in Pennsylvania and New Jersey, is a valley that has a river flowing through it. A wind gap is a dry valley. An example of a wind gap is the **Cumberland Gap** on the borders of Kentucky, Tennessee, and Virginia.

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- ❑ **Dialectic and Rhetoric:** Review major landforms of North America, and focus on the East Coast: major rivers that join the sea there, the Alleghenies as a barrier to Western expansion, the large bays, and the St. Lawrence system are just a few examples of the detail we'll focus on this week.

**THREADS: Literary**

**Grammar:** D'Aulaire's *Pocahontas* **OR** *The True Story of Pocahontas*.

**Dialectic:** *The Double Life of Pocahontas* by Jean Fritz **OR** *Pocahontas Daughter of a Chief* by Carol Greene.

**Rhetoric:** selections of the poetic works of John Donne and George Herbert.

**THREADS: Law and Governmental Studies**

- ❑ Our studies this week will lay a basis for comparing and contrasting the varied governments of new colonies in America. Jamestown's claim to fame is that there the first representative body in America was convened, the House of Burgesses. Read about this historic body under Background to Governmental Studies, below.
- ❑ We will also note the fact that Jamestown was primarily a commercial venture, and seen as such. No conflict with established English government was contemplated, and no separate provision made for governing the colony.

**THREADS: Fine Arts/Hands-on**

- ❑ Early American art was mostly expressed as survival skills and primitive furniture. Exploring the means by which colonists did survive makes fascinating reading.
- ❑ Plan out hands-on projects that relate to this week's study, and the unit as a whole.

**THREADS: Writing**

For all grades, consult the **4-Year Writing Scope Chart** and show students the **Writing Assignment chart** for the appropriate level. Be sure your child polishes and presents all his work at Colonial America Night.

**THREADS: Church History**

- ❑ The founding of Jamestown, and events in its history, are bound inextricably with the Huguenots' battles against the French. Be sure to remind students of this fact (at their level). We will see this thread again next week as we study Plymouth, and in the following week as we study French Canada.
- ❑ Teach your older children about James I of England in context of church issues:
  1. He was Anglican Protestant (having been raised in Scotland) and had no sympathy with Puritans; indeed, he persecuted them. Thus, the Pilgrims fled, first to Holland and thence to America.
  2. King James I was not a righteous man himself, but he did commission perhaps the greatest work in English literature: the King James Bible, and commanded that this edition be placed in every English church, where common folk might read it. Thus, it was: chained to the altar in every English church, the Word of God was available to every common English person, based on the translation by, and in fulfillment of, martyred William Tyndale's dying prayer, "Lord, open the King of England's eyes."

**HISTORICAL BACKGROUND INFORMATION:**

 **World Book on the Native American tribes of North America's Eastern Seaboard:**<sup>1</sup>

The Northeast culture area extends from just north of the Canadian border to just south of the Ohio River. It stretches from the Atlantic Ocean, including the coasts of Virginia and northern North Carolina, to about the Mississippi River. The Northeast is a region of cold winters and warm summers. Forests cover much of the area, which is often called the Eastern Woodlands. Rolling prairies lie in the west.

**Before European contact.** Almost all the Northeast tribes spoke an Iroquoian or Algonquian language. The Iroquoian-speaking tribes included the Cayuga, Mohawk, Oneida, Onondaga, and Seneca. By the early 1600's, these five groups had joined together to form the Iroquois League. The Tuscarora joined the league in the early 1720's. The Huron also spoke an Iroquoian language, but they were enemies of the league.

The Iroquois lived mostly by growing corn, beans, and squash. Slash-and-burn agriculture was the main method of farming. The women farmed and gathered wild plants, nuts, and berries. Men hunted and fished.

Among the speakers of Algonquian languages were the Abenaki in the east and the Chippewa in the west. Some of the northernmost groups depended more on hunting, gathering, and fishing than on farming. But most Algonquian groups grew corn, beans, squash, and other crops. The Chippewa and other Indians of the Great Lakes region also harvested wild rice. Some tribes collected the sap of maple trees.

Houses were made to protect people from the cold in winter. Most Northeastern Indians lived in villages of dome-shaped wigwams covered with bark. Iroquois villages included long houses with separate sections for related families. Tall fences called palisades surrounded many villages and provided protection from enemies.

The Indians of the Eastern Woodlands traveled on foot or in bark canoes. Northeastern Indians made deerskin shirts, dresses, leggings, and breechcloths. Many of these Indians rubbed their hair with bear grease to make it smooth and shiny. In some groups, men shaved their heads almost completely, leaving only a small tuft of hair on top.

Warfare sometimes broke out among Northeastern Indians. Weapons included clubs and bows and arrows. The Iroquois were the dominant group in warfare.

Family ties were traced through the father among most Algonquian speakers. Among the Iroquoian speakers and a few Algonquian speakers, however, family ties were traced through the mother. Many Iroquois long houses sheltered an elderly couple with separate "apartments" for each married daughter. The couple's married sons lived in the long houses of their wives' families.

Leaders of the Eastern Woodlands tribes were called **sachems**. The five tribes that formed the Iroquois League chose 50 sachems to lead their federation. The sachems were chosen from different clans. Only men could be sachems, but only women had the right to select who became a sachem. If a sachem did not do what the women wanted in council, they could remove him and select a new leader.

When councils of the Iroquois League met, they made decisions by consensus. Sachems would give speeches setting forth their position on an issue. Discussions sometimes went on for hours or days until everyone could compromise and agree on the same plan.

Religion played an important part in the lives of the Indians of the Northeast. These tribes believed in a spirit power that inhabited many creatures and forces of nature and could appear in visions as guardian spirits. In some Alonquian languages, this power was called manito. Shamans supposedly could summon helper spirits to cure diseases or to predict who would win a war.

Complicated ceremonies were common in the Great Lakes region. The Chippewa, Winnebago, and neighboring tribes had a secret society called the Midewiwin Society. Its members had special songs, rites, and equipment that they used to reach the gods. Some groups, including the Shawnee, Kickapoo, and Potawatomi, made use of medicine bundles—bags of such objects as animal skins, pipes, dried herbs, and tobacco. Medicine bundles, sometimes known as sacred bundles, were believed to have special powers, and they were opened only during certain ceremonies. Members of the Iroquois False Face Society wore brightly painted wooden masks during their disease-curing rituals.

### Notes:

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Immediately west of the Blue Ridge is the **Great Valley**, which extends from the Hudson River Valley to Alabama. The Great Valley includes the Cumberland, Lebanon, and Lehigh valleys in Pennsylvania; the Cumberland Valley in Maryland; the **Shenandoah Valley** and the Valley of Virginia in Virginia; the Valley of East Tennessee; and the Coosa River Valley in Alabama.

West of the Great Valley is the Ridge-and-Valley Province, which consists of long, sharp ridges separated by narrow valleys. It is bordered on the west by the Cumberland and Allegheny mountains. North of central Virginia, the Alleghenies in the north and the Blue Ridge and **Great Smoky mountains** in the south make the Appalachians one of the great divides of North America. This region separates rivers that empty into the Atlantic Ocean from those flowing into the Gulf of Mexico.

NOTE: From central New York southward, the Appalachian Highlands has three main subdivisions. They are, from east to west: the Blue Ridge Mountains Area, the Ridge and Valley Region, and the **Appalachian Plateau**.

**Economic importance.** [FYI: not to be taught necessarily] Thousands of people in the Appalachians make their living in farming or mining. Farmers in the southern sections grow corn and tobacco and raise poultry. In the northern part of the Appalachians, the chief valley products are apples, barley, dairy foods, hay, potatoes, and wheat. Trees from the region, including hickories, maples, and oaks, are shipped to furniture makers in Hickory and High Point, N.C. Coal deposits cover about 50,000 square miles (130,000 square kilometers) in the Appalachians in Alabama, Kentucky, Pennsylvania, Virginia, and West Virginia.

**Recreation and wildlife.** Rivers, lakes, and state and national parks provide a wide range of recreational opportunities in the Appalachians. During the winter, skiers from many states come to the northern Appalachians. Throughout the summer and fall, hikers walk along the Appalachian National Scenic Trail, the nation's longest marked footpath. This trail extends about 2,000 miles (3,200 kilometers) between Mount Katahdin in Maine and Springer Mountain in Georgia.

Many large mammals, including bears, bobcats, and deer, live in the Appalachians. Smaller mammals, such as raccoons and skunks, and reptiles are also plentiful.

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**Piedmont Region**, pronounced PEED mahnt, is an area of gently rolling to hilly land lying between the Appalachian Mountains and the **Atlantic Coastal Plain** of the United States. It is sometimes called the **Piedmont Plateau**. It was named for the Piedmont region in Italy. It varies in width from about 50 miles in the north to more than 125 miles in the south.

The division between the Piedmont Region and the Coastal Plain is marked by the **Fall Line** for the rivers flowing toward the Atlantic Ocean. Along this line, streams from the west drop from the harder, rocky ground near the mountains to the softer Coastal Plain.

[FYI] Many large cities have developed along the Fall Line, partly because of the access to water power and tidewater.

They include Newark, N.J.; Philadelphia; Washington, D.C.; Richmond, Va.; and Columbia, S.C.

The Piedmont Region covers about 80,000 square miles. It ranges in elevation from 300 feet above sea level on the east to 1,200 feet (366 meters) on the west.

[Today,] tobacco is widely grown in the Piedmont Region. The Piedmont section of Virginia and Pennsylvania is fine apple-growing country. The dairy industry is important in the northern Piedmont. Furniture manufacturing is a major industry in the central Piedmont. The southern Piedmont is the leading U.S. cotton-producing area.

**The Atlantic Coastal Plain** extends eastward from the Piedmont to the Atlantic Ocean. It ranges from a narrow strip of land in New England to a broad belt that covers much of North and South Carolina, Georgia, and Florida. In colonial times, the broad southern part of the plain encouraged the development of huge plantations for growing cotton. Cotton is still grown there. Other farm products include vegetables, citrus fruits, peanuts, and tobacco. In New England, where the plain narrows to a width of about 10 miles in some places, crop farming has always been less important. Many New Englanders turned to manufacturing, fishing, or shipping instead of farming.

Numerous rivers cross the plain and flow into the Atlantic Ocean. They include the **Delaware, Hudson, James, Potomac, Roanoke, Savannah,** and **Susquehanna**. Bays cut deeply into the plain in some areas, creating excellent natural harbors. They include **Cape Cod Bay, Boston Bay, Chesapeake Bay, Delaware Bay,** and **Long Island**

**Sound.**  

**After European contact.** The tribes of the Eastern Woodlands were among the first to meet European explorers and settlers. At first, the two groups had friendly relations. Squanto, a Patuxet, is said to have taught the white settlers how to plant corn and fertilize it with dead fish. Massasoit of the Wampanoag helped the Pilgrims of Plymouth Colony. In 1621, the Indians and Pilgrims joined in a Thanksgiving ceremony to give thanks for a good harvest and peace. But the friendly relations did not last, and warfare soon became common. Most of the early fighting consisted of small battles between settlers and Indians. Smallpox, measles, and other European diseases killed many Indians.

As the settlers moved westward, they took the land for their own. When the Indians objected, fighting broke out. Some of these battles grew into wars. The Northeastern Indians also became involved in the wars between France and Britain for possession of North America. The Indian tribes took sides in these wars and often ended up fighting each other as well as the white settlers. The Huron and many Algonquian groups sided with the French. The tribes of the mighty Iroquois League generally allied themselves with the British and helped Britain gain control of almost all of France's territory in North America.

The Iroquois League began to split during the Revolutionary War in America (1775-1783). Some members of the league sided with the American colonists, but most supported the British or remained neutral. After the American victory, white settlers poured onto Iroquois lands. Weakened by diseases and conquest, the league fell apart.

Farther west, the Shawnee leader Tecumseh united many of the tribes of the Northeast and Southeast. The Shawnee and some other groups sided with the British during the War of 1812 in an attempt to push the American settlers off their lands. But the Indian resistance ended shortly after Tecumseh was killed in the Battle of the Thames in 1813.

Many tribes from the Eastern Woodlands now live in Oklahoma and various Western states. The U.S. government forced them to move to these areas during the early 1800's. But the Iroquois and some others still live on their original lands. Today, the Iroquois are leaders in the struggle for American Indian rights.

### Indians of the Southeast

The Southeast extends from just south of the Ohio River to the Gulf of Mexico and from the Atlantic Coast of southern North Carolina to just west of the Mississippi River. It is a region of mild winters and warm, humid summers. The terrain varies from the mountains of the Appalachians to the sandy coastal plain, with rolling hills and some swamps in-between. Pine forests cover most of the region.

**Before European contact.** The tribes of the Southeast included the Catawba, Cherokee, Chickasaw, Choctaw, Creek, and Seminole. The Alabama, Couthatta, and a number of other tribes belonged to a federation called the Creek Confederacy. Southeastern Indians spoke many languages, including ones belonging to the Algonquian, Muskogean, and Siouan language families.

Southeastern Indians generally had an abundant supply of food. The adequate rainfall and long growing season enabled them to grow large quantities of corn. A favorite food was *sofkee*, which was made by grinding and then boiling corn. Today, *sofkee* is known as grits. Southeastern Indians also grew beans, squash, pumpkins, and sunflower seeds, and raised turkeys. The women farmed and gathered nuts, berries, and wild plants. Men cleared the land and did most of the hunting and fishing.

People of the Southeast traveled either on foot or in wooden dugout canoes. Dugout canoes were made by burning out the centers of fallen trees with embers and then chopping out the charred wood with stone axes.

Most Southeastern Indian villages had a central plaza with a council house, a public square, and a ceremonial ground. Most houses were made of wattle and

daub—that is, a wooden frame covered by reed mats with plaster spread over them. Palisades enclosed many villages.

The Indians of the Southeast made deerskin shirts, dresses, leggings, and breechcloths. Women sometimes wore wraparound skirts of woven cloth made of plant fibers. Turkey feathers were sewed onto netting to make robes. The Indians in warmer areas wore little clothing, and many decorated their bodies with tattoos and body painting. Creek and Chickasaw men shaved their heads almost completely, leaving only a small tuft of hair on top. Choctaw men let their hair grow long.

Warfare sometimes broke out among Southeastern Indians. Weapons included bows and arrows and a variety of clubs. Warriors fought for glory and often tattooed their bodies with signs of brave deeds. Elaborate ceremonies accompanied most warfare. Before battle, the warriors gathered in a council house. They painted themselves, performed religious rites, and took special medicines. Sometimes, two tribes would play a stickball game to settle a dispute and thereby avoid a war.

Women had much power and influence among most Southeastern Indians. In most cases, family ties were traced through the mother, and extended families in which all the women were related formed the basic social unit. Cherokee women could attain the position of war woman and participate in war councils. A few Cherokee women fought as warriors.

The Southeast had the most complex forms of government north of present-day Mexico. The Natchez, who are now extinct, had a king called the Great Sun. He and his family formed the highest class, the Suns. Below them were two other upper classes, the Nobles and the Honored Men and Women. At the bottom were the commoners. The Natchez built temples and the Great Sun's house on large, flat-topped, earthen mounds.

Many Southeastern tribes had ascending ranks of chiefs. Nearly all chiefs were men. A chief could head a village or a whole region of villages or, in the case of a chiefdom, a whole tribe. Typically, some chiefs represented the peace faction. Others represented the war faction. Councils of assistants, advisers, and shamans helped each chief. In most cases, a man inherited his position of chief from his mother's brother, not from his own father.

#### Religion played an important role in the lives of the Southeastern Indians.

The people honored their ancestors and held elaborate funeral ceremonies. Many of the dead were buried with grave goods—that is, pottery and other objects—for use in the afterlife. A number of groups worshiped the sun.



The green corn dance was the most important ceremony of the Southeastern Indians. This annual harvest celebration lasted several days and was a time for giving thanks. The dance was thought to maintain harmony and to make things pure again. A new year began when a community fire was lit during the ceremony and a woman from each household took some fire for her hearth.

**After European contact.** The tribes of the Southeast were among the first Indians to meet European explorers and settlers. Armies, explorers, missionaries, and traders from Europe came through the Southeast looking for gold, slaves, converts to Christianity, fur, and even the Fountain of Youth. As the Europeans took the land for their own, the Indians objected. Warfare between the two groups became common, and many Indians were killed. Many also died from measles, smallpox, and other diseases brought by Europeans.

After the Revolutionary War, the Cherokee and some other Southeastern Indians tried to adopt the ways of white Americans. They began to dress, speak, and act like whites. White people sometimes called the Cherokee, Creek, Choctaw, Chickasaw, and Seminole the Five Civilized Tribes because whites considered their own ways more civilized than Indian customs.

However, white Americans continued to desire Indian lands, and in 1830, Congress passed the Indian Removal Act. This legislation allowed the U.S. government to move Indians living east of the Mississippi River to a territory west

#### Notes:

  **Sir Walter Raleigh**, pronounced RAW lee or pronounced RAH lee, (1552?-1618) is one of the most colorful figures in English history. He was a soldier, explorer, writer, and businessman. He spelled his last name Raleigh.

Raleigh was born at Hayes Barton, a family home in Devonshire, and attended Oxford University. He left school before graduating to join a band of gentlemen volunteers who were helping the Huguenots in France. In 1578, he returned to England and joined his half brother, Sir Humphrey Gilbert, on a voyage of discovery and piracy.

**Raleigh and Elizabeth I.** In 1580, Raleigh became a captain in the army in Ireland. There he distinguished himself by his ruthlessness at the siege of Smerwick. The next year, he went to Queen Elizabeth's court with dispatches. There is a famous story about his meeting with Elizabeth. The queen was out walking, and stopped before a large mud puddle. Raleigh removed his coat and placed it over the puddle for her to walk on. It is doubtful that this story is true. But Raleigh did become the queen's favorite. She granted him an estate of 12,000 acres in Ireland. She also gave him trade privileges and the right to colonize in America. In 1585, she made him a knight.

**His expeditions.** Raleigh became deeply interested in exploration, like many prominent English people of his day. He sent several expeditions to America, and spent a fortune trying to establish an English colony there. His settlers landed in what is now the state of North Carolina and explored the coast as far as present-day Florida. Raleigh and Elizabeth, who was known as "The Virgin Queen," named much of what is now the Eastern United States Virginia, in honor of the queen.

**Raleigh's first colonizing expedition left Plymouth in April 1585.** It established a colony on Roanoke Island in Pamlico Sound. But sickness and fear caused the survivors of this first English colony in North America to go home with **Sir Francis Drake** in 1586.

In 1587, Raleigh sent a second expedition. A group of 117 colonists, including 17 women, landed on Roanoke Island. On Aug. 18, 1587, the first English child was born in North America [a girl, Virginia Dare]. John White, the governor, went back to England for supplies. He was delayed by war with Spain, and when he returned to Roanoke in 1590, the settlers had mysteriously disappeared.

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Raleigh also took part in the victory over the **Spanish Armada in 1588**. He led other expeditions against Spanish possessions and returned with much booty. During the 1590's, his power reached its height, and he had much influence and many enemies. Raleigh, who was also a poet, obtained a pension for the English poet Edmund Spenser and helped Spenser publish *The Faerie Queene*. Raleigh also helped introduce the potato plant and tobacco use to Ireland.

**His fall.** Raleigh lost the queen's favor by marrying one of her attendants. Hoping to recover his position and the money he had spent, he led an expedition to Guiana, in South America, to search for El Dorado, a legendary land of gold. However, the expedition failed.

Elizabeth died in 1603, and the new king, James I, distrusted and feared Raleigh. He charged Raleigh with treason, and imprisoned him in the Tower of London. There Raleigh lived comfortably for 12 years with his family and servants, and wrote his *History of the World*. He was released in 1616 to lead an expedition to search for gold in South America. The king ordered him not to invade Spanish territory. But Raleigh's men attacked the Spaniards. Raleigh's son Wat was killed in the attack, and Raleigh was forced to abandon the project.

Upon his return to England, he was sentenced to death for disobeying orders. Raleigh met his fate bravely. He joked with the executioner, and even gave the signal for the ax to fall. 🌐📖

of the river. Thousands of Indians died during this forced removal to the West, and the Cherokee came to refer to their westward journey as the Trail of Tears. This term was later applied to the forced removal of other tribes as well. In some cases, a small part of a tribe managed to remain behind in the East. A small group of Cherokee, for example, fled to the mountains of North Carolina. Today, the Indian tribes that remain in the Southeast try to maintain a balance between traditional and modern ways of life. 🌐📖

🌐📖 **World Book on the first permanent settlement in present-day America:**

**Saint Augustine**<sup>ii</sup>, pronounced AW guh steen, Fla. (pop. 11,692), is the oldest permanent settlement established in the United States by Europeans. It was founded in 1565 by a Spanish explorer, Pedro Menendez de Aviles. St. Augustine lies in northeastern Florida, near the Atlantic Ocean.

**Spain ruled St. Augustine for more than 200 years.** Historians believe the Spanish explorer Juan Ponce de Leon visited what is now the St. Augustine area in 1513. During the late 1500's, St. Augustine served as Spain's military headquarters in North America. The English naval commander **Sir Francis Drake** looted and burned the settlement in 1586. Spain ruled St. Augustine until 1763, when the British gained control of it. Spain again ruled the settlement from 1783 until 1821, when Florida became a territory of the United States.

The narrow streets and Spanish-style architecture of the oldest district of St. Augustine reflect the city's rich history. Many of the old buildings have been restored to preserve the historical atmosphere of the district. The Castillo de San Marcos (Fort of Saint Mark), a large, gray stone fortress built by the Spanish in the 1600's, dominates the city. This structure, like many others in St. Augustine, is made of coquina, a limestone found nearby. 🌐📖

🌐📖 **World Book on early English colonies in America:**

**Lost Colony**<sup>iii</sup> is the name given to a settlement established in 1587 on Roanoke Island, off the coast of modern North Carolina. The colony is called lost because no one knows what happened to its people or where they went.

The Lost Colony was England's second colony in America. The first had been established on Roanoke Island by a group of 108 men sent to the island in 1585 by the English soldier and explorer **Sir Walter Raleigh**.<sup>iv</sup> The first colony was meant to serve chiefly as a base for repairing and resupplying English warships. But the colonists found that the seas around the island were too shallow for ships to seek shelter there. In addition, the land was not productive enough to support both the colony and the Indians already living there. As a result, the colonists returned to England in 1586.

A few days after the colonists left, a group of ships sent by Raleigh from England arrived at the island with supplies and more colonists. When the new colonists found that the others had left, most of them sailed back to England with the ships. However, 15 adventurers remained on the island.

**In May 1587**, Raleigh sent another group of colonists to America, to settle on the shores of Chesapeake Bay. These colonists became the lost colonists. They were led by John White, an Englishman who had been a member of the first colony.

In July 1587, the commander of the ships carrying the new colony refused to sail beyond Roanoke Island and forced the colonists to land there. When the colony landed, it consisted of 117 people—91 men, 17 women, and 9 children. Twenty-seven days later, on August 18, White's daughter, Eleanor, gave birth on the island to a baby girl. Named **Virginia Dare**, the baby was the first English child born in America. Her father, Ananias Dare, was also one of the colonists. Later in August, White returned to England for supplies. His daughter, granddaughter, and son-in-law remained on the island.

War between England and Spain prevented White from returning to Roanoke Island until August 1590. By the time he arrived, the colony had been abandoned. The only traces of the colonists were the letters CRO carved on one tree

and the word Croatoan carved on another. The Croatoan, or Hatteras, Indians were friendly Indians who lived on an island south of Roanoke Island. Although the colonists had intended to go north by land to Chesapeake Bay, White decided to see if they had gone to live with the Croatoans. However, a storm and the lateness of the season forced White and his expedition to abandon their search and return to England. The lost colonists were never seen again by any European.

Some modern historians think that most of the lost colonists may have moved to Chesapeake Bay and perished there in conflicts with Indians. Stories collected by Virginians indicate that other members of the Lost Colony may have mingled with several Indian tribes. The Lumbee Indians, who live in southeastern North Carolina, believe themselves to be descendants of the lost colonists and of Indians who lived nearby. 🌐📖

### 🌐📖 **World Book on Jamestown:** <sup>v</sup>

Jamestown, Va., was the first permanent English settlement in North America. On **May 6, 1607**, three ships stopped at Cape Henry, at the southern entrance to Chesapeake Bay, after more than four months at sea. The day was April 26, according to the calendar then in use. Captain Christopher Newport commanded the ships, the *Susan Constant*, *Godspeed*, and *Discovery*.

The ships carried 105 adventurers, who saw "faire meddowes and goodly tall trees" along the Virginia coast. They had been sent out by a group of London merchants and other interested people known as the Virginia Company of London (later shortened to Virginia Company. [See information on the subsidiary, the London Company, in sidebar, right.]) They came to America mostly to search for treasure and also to spread Christianity among the Indians. Few of the men were able or willing to do manual labor or to raise farm products that could not be grown in England.

The three ships sailed up the James River from Cape Henry for about 60 miles. The adventurers landed on a little peninsula on the river on May 24 (then May 14) and established their settlement there. They named both the river and their settlement in honor of King James I of England. The site turned out to be a bad choice. The ground was swampy, and the drinking water impure. A meager and unwholesome diet weakened the men, and about two-thirds of them soon died of malnutrition, malaria, pneumonia, and dysentery. Sharp contrasts of climate added to their problems.

The Jamestown settlement suffered one dreadful disaster after another. Captain John Smith held the group together when he took control from mid-1608 to mid-1609. He forced the adventurers to stop searching for gold and silver and to start working for their survival, and he bought corn from the Indians. But an accident in 1609 forced Smith to return to England for treatment.

Fire, drought, Indian attacks, disease, starvation, and lack of another strong leader brought the settlement to its lowest ebb in the winter of 1609-1610. Later colonists called that winter "the starving time." The arrival of Governor Thomas West, Lord De La Warr,<sup>vi</sup> in 1610 with settlers and supplies saved Jamestown from abandonment [more information in sidebar, right].

About 18,000 Indians lived in Virginia during the early 1600's. More than 30 of the tribes in the area united to form a confederacy under the mighty chief **Powhatan** (Wahunsonacock). His daughter, the Indian princess Pocahontas, was reported to have saved the life of John Smith. In 1614, Pocahontas married John Rolfe, one of the settlers. This marriage was treated as a diplomatic alliance. It brought about a few years of uneasy peace between the settlers and the Indians.

Jamestown's agricultural and industrial activities began slowly. The early settlers failed in attempts to produce silk, grapes, and other items unsuited for the Virginia climate. Early industries included glass blowing, iron smelting, the making of potash, and shipbuilding.

The first farm products to be raised successfully were hogs and Indian corn. In 1612, John Rolfe introduced a new type of tobacco to the colony by bringing seed

### Notes:

🌐📖 **The London Company** was an association of "noblemen, gentlemen, and merchants" during the early days of the American Colonies. **It was part of the Virginia Company.** In 1606, King James I of England chartered the London Company to form a colony in North America. It founded the Jamestown colony in 1607.

**The founders of the London Company believed that precious metals existed in the Americas.** They spent about \$10,000 to send settlers to Jamestown. Those who went to America and risked their lives were called planters. Those who stayed in England and invested their money in the company were called adventurers. Each planter and adventurer was to share in the company's profits. But the company failed to profit. The company reorganized under new charters in 1609, and again in 1612. But still there were no profits.


**The House of Burgesses** was formed in Jamestown in 1619. It was the first representative legislative body in the American Colonies. The House passed measures designed to help the company prosper. But a serious Indian uprising in Jamestown in 1622 caused the adventurers to lose what little interest they had left.


In 1623, King James decided that the company was being managed poorly. He took over the association in 1624 and dissolved the company. 🌐📖

🌐📖 **Lord De La Warr (1577-1618)**, became the first governor of the Virginia colony. He was also known as Lord Delaware. [Noll points out that he was a serious Christian, and that his first public act upon arrival at Jamestown was to call for a worship service.] The Delaware River, Delaware Bay, the colony of Delaware, and the state of Delaware were named for him. De La Warr arrived with supplies at Jamestown, Virginia, in June 1610, in time to prevent the discouraged settlers from deserting the colony. He returned to England in 1611. As governor he was harsh and strict, but he succeeded in bringing order to the colony. He became a member of the Privy Council of Queen Elizabeth I.

De La Warr was probably born at Wherwell, England, near Winchester. His given and family name was Thomas West. 🌐📖

**Notes:**

 **Bacon's Rebellion** was a revolt of Virginia colonists against the colony's English government in 1676. The uprising was headed by Nathaniel Bacon, a prosperous young planter. The colonists charged that Governor William Berkeley would do nothing to stop Indian raids on the western settlements. The colonists also claimed that Berkeley granted political and commercial favors to his friends. Berkeley claimed, with some justice, that western Virginians killed Indians to obtain more land.


A group of colonists asked Bacon to lead an expedition against the Indians. After doing so, he and his followers made Governor Berkeley call an assembly to grant general political reforms. Later, Governor Berkeley called Bacon a rebel, and Bacon and his followers returned to burn Jamestown. Bacon died that year, but his rebellion led to the removal of Berkeley and to colonial reforms. Some historians dispute the charges against Berkeley. 

 **Tobacco:**

American Indians smoked tobacco in pipes long before Christopher Columbus sailed to the New World in 1492. Columbus brought some tobacco seeds back to Europe, where farmers began to grow the plant for use as a medicine that helped people relax. In 1560, a French diplomat named Jean Nicot—from whom tobacco receives its botanical name, Nicotiana—introduced the use of tobacco in France.

Commercial production of tobacco began in North America in 1612, after an English colonist named John Rolfe brought some tobacco seeds from South America to Virginia. The Virginia soil and climate were excellent for tobacco, and it became an important crop there and in other parts of the South.

**Most of the tobacco grown in the American Colonies was exported to England until the Revolutionary War began in 1775.** Manufacturers in the United States then began to produce smoking tobacco, chewing tobacco, and snuff for domestic use. Cigars were first manufactured in the United States in the early 1800's.

Spaniards and some other Europeans began to smoke hand-rolled cigarettes in the 1600's, but few people in the United States used them until the 1850's. Cigarette smoking became increasingly popular after the first practical cigarette-making machine was invented in the early 1880's. 

This information on tobacco is repeated in Week 30. You can study it this week as an integral reason that Jamestown survived, or in Week 30, as an important cash crop of the Colonial Era.


from Trinidad. Rolfe also improved the method of curing the leaves. This new kind of tobacco was sweeter than the native Virginia plant, and the settlers found a ready market for it in Europe. Tobacco, corn, and hogs provided a solid basis for Jamestown's economy.


In 1619, the first representative legislative assembly in the Western Hemisphere met in Jamestown. This assembly, called the House of Burgesses, served as a model for many of the lawmaking bodies in the United States (see House of Burgesses [under Governmental Studies background, below]). In 1619, when the population was about a thousand, the Virginia Company tried to encourage young men to make permanent homes in the colony by sending a number of "young, handsome and honestly educated maids" to become the bachelors' wives. Before 1619, only a few married women and female servants lived in Jamestown. Another important event of 1619 was the arrival of a Dutch ship at Jamestown with 20 blacks for sale. These Africans, and the thousands who followed them, would in time become slaves. Their labor helped make the colony prosperous.

In 1622, the Indians, afraid of losing their lands forever, unexpectedly attacked the settlements around Jamestown, and killed about 350 people—one-third of the colonists. The town itself was warned of the uprising and was able to resist the attack. The Indians rose again in 1644 and killed about 500 people, mostly in outlying settlements. Both times, the colonists struck back, killing many Indians and destroying their food supplies and villages.

Two of the main reasons for the survival of the Jamestown settlement were that (1) the colonists learned to produce their own food, and (2) tobacco proved to be a highly marketable cash crop. [See more on tobacco in sidebar, left.<sup>vii</sup>] But tragedy struck Jamestown in the late 1600's. The town was burned to the ground in 1676 during Bacon's Rebellion, a revolt against royal governor William Berkeley led by planter Nathaniel Bacon (see Bacon's Rebellion<sup>viii</sup> [in sidebar, left]). Fire again destroyed the settlement in 1698. These disasters caused the people in Virginia to transfer their capital to Williamsburg in 1699. Jamestown fell into decay.

The site of the Jamestown settlement no longer stands on a peninsula. It now lies on an island, having been cut off from the mainland by water. Much of the original land has been washed away by tidal currents of the James River. For many years, only a few foundation stones and the ruined tower of a brick church stood as reminders of the settlement. But archaeologists have now found many relics of the original town. The Association for the Preservation of Virginia Antiquities controls the land around the ruined church. The National Park Service manages the rest of the area. It operates its area as part of the Colonial National Historical Park.

In 1957, Virginia celebrated the 350th anniversary of the founding of Jamestown. The state built Jamestown Festival Park (now Jamestown Settlement) about 1/2 mile from the original site of Jamestown. The park has a reproduction of the area's first fort, Powhatan's lodge, and replicas of the ships that brought the first adventurers. Thousands of tourists visit these sites each year. 

 **John Smith<sup>ix</sup>**, (1580?-1631), was an English soldier and adventurer. He helped establish the first permanent English colony in America, at Jamestown, Virginia.

According to a book that Smith wrote, he was once captured by un-friendly Indians while on an expedition in the wilderness. The Indian chief, Powhatan, intended to kill Smith, but Pocahontas, the chief's daughter, stopped the execution. Smith was released, and he returned to Jamestown. Pocahontas remained Smith's friend and warned him of at least one Indian plan to attack the settlement.

**Early years.** Smith was born in Willoughby, England, near Louth. He worked on his father's farm and went to school until about age 15. Smith sought adventure, and so he left home and became a soldier. He fought in the Netherlands with the Dutch army against the **Spaniards**. In 1601, he joined the fight of several east European nations against invasion by the **Turks**. Smith was quickly promoted to

captain. Shortly after his promotion, the Turks captured Smith and sold him as a slave. He later escaped to **Russia** and then returned to England.

**Life in the colonies.** In 1606, Smith joined a group that sailed from England to establish a colony in Virginia. The expedition was financed by the Virginia Company of London, an organization formed partly by London business people. These people believed gold and silver could be found in America, and the colonists were instructed to transport the precious metals back to England.

The colonists landed in Virginia in 1607 and founded a settlement, which they named Jamestown in honor of King James I. From the beginning, Jamestown suffered heavily from disease, starvation, and Indian attacks. Most of the colonists were unable or unwilling to work to feed and protect themselves. Smith served as president of the colony in 1608 and 1609. He enforced order, required all the colonists to work, and traded with the Indians for food.

Under Smith's leadership, Jamestown was almost free of hunger and disease. Smith treated the Indians harshly. They feared him, and so fewer conflicts occurred between the Indians and the colonists. But Smith's rough manner toward the Indians increased their hatred of the settlers. After Smith left Jamestown, the Indians increased their attacks against the colony.

Some of the settlers criticized Smith's leadership. Many of his opponents were aristocrats who resented being governed by a farmer's son. Smith sailed back to England in 1609 after being wounded in a gunpowder accident. That winter, the colony was almost wiped out by starvation and Indian raids.

Smith returned to America in 1614 and spent several months exploring the coast in the Massachusetts Bay area. He later named this region "New England."

In his later years, Smith lived in London and wrote several books that promoted American colonization. His most influential book was *The Generall Historie of Virginia, New England and the Summer Isles* (1624).<sup>x</sup> Smith stressed the value of such products as fish, furs, and timber. He criticized the useless searches for gold and silver by earlier colonists. Smith also urged that future expeditions be carefully planned and that people chosen as colonists be willing to work and undergo hardship. 🌐📖

🌐📖 **Pocahontas**, pronounced poh kuh HAHN tuhs (1595?-1617), was the daugh-ter of the American Indian chief, Powhatan. [See details in sidebar right.<sup>xi</sup>] She worked to maintain friendly relations between the Indians and early English colon-ists in America. Captain John Smith, the leader of the settlers in Jamestown, Va., claimed that she saved his life. He wrote in his *book The Generall Historie of Virginia, New England, and the Summer Isles* (1624) that Powhatan was about to kill him with a stone war club. But Pocahontas, Smith claimed, placed her head upon his and begged her father to spare him. It is not certain that this is a true story, because Smith, in an earlier book, failed to include an account of this incident.

The name Pocahontas meant playful one. She was a child of about 12 at the time of the incident. She is mentioned in William Strachey's *The Histories of Travell into Virginia Britania* (1612). Strachey, the first secretary of the Virginia Colony, said Pocahontas married a chief from her tribe when she was about 14 years old. She was not seen in the Jamestown area for about three years after that.

By 1608, fighting had broken out between the white settlers and Powhatan's Indians. Pocahontas was lured on board an English ship in 1613 and temporarily held captive. During this time, she and the settler John Rolfe fell in love. Pocahontas was converted to Christianity and baptized Rebecca. She married Rolfe in 1614.

Pocahontas went with her husband to London in 1616 to help raise funds for the struggling colonists in Virginia. The English thought of her as an Indian "princess." While waiting to sail back to America, she died of smallpox. Her son, Thomas, was educated in England. He later went to America and became an important settler in Virginia. A number of noted Virginia families claim to be his descendants. 🌐📖

### Notes:

🌐📖 Captain John Smith wrote what is regarded as the first American book, *A True Relation of ... Virginia* (1608). It describes how he and other colonists established the first permanent English settlement in America at Jamestown, Va., in 1607. Smith told a version of the famous story of Pocahontas in *The Generall Historie of Virginia, New England, and the Summer Isles* (1624) [which is excerpted in *Norton's Anthology of American Literature, Vol. 1* and is optional reading for this week and linked to the Y2 History page of the *Tapestry of Grace* web site]. The story claims that Pocahontas, the daughter of an Indian chief, saved Smith's life when her father was about to have him killed. 🌐📖


**Texts of these works are linked to the Tapestry web site, on the Y2 History page.**

🌐📖 **Powhatan Indians**, pronounced pow uh TAN or pronounced pow HAT uhn, formed a small but powerful tribe of eastern North America. They controlled the Powhatan Confederacy of Virginia, which once included as many as 30 tribes totaling about 9,000 people. The confederacy occupied much of what is now Virginia. The chief of the Powhatan tribe headed the confederacy. A famous chief, Wahunsonacock, was also known as **Powhatan**. Jamestown, first permanent English settlement in North America, was made among the Powhatan.


The customs of the Powhatan resembled those of other eastern coast tribes. The Powhatan worshiped animal spirits, especially the Great Hare (creator).

In the early 1600's, the Powhatan often clashed with the settlers, particularly under Opechancanough. Later, the tribe seemed to no longer exist. During the mid-1900's, however, a revived confederacy was formed by several hundred Indians in Virginia and Delaware who claimed to be Powhatan. 🌐📖

**Notes:**

 **George Herbert** (1593-1633) was a leading English poet of the 1600's. His major volume of poems, *The Temple* (1633), was published shortly after his death and achieved wide popularity and influence. In this collection of 164 short lyric poems, Herbert artfully and lovingly described what he called "the many spiritual conflicts that have passed betwixt God and my soul."

Herbert wrote mainly on religious subjects. In the poem "Jordan (II)," he declared, "There is in [God's] love a sweetness ready penn'd" that the poet needs only to "copy out." Herbert used great metrical variety, employing more than 140 different stanza patterns. He used intimate, sometimes homely imagery to express himself in poetry of great depth and emotional precision. Herbert's poems include "The Altar," "The Collar," "The Pulley," and three separate poems called "Love." In addition, he wrote the well-known Anglican hymn "Let All the World In Every Corner Sing."

Herbert was born into a noble Welsh family. He served in Parliament in 1624 and 1625. In 1626, he was ordained a deacon in the Church of England. He then worked his way through the spiritual conflicts described in *The Temple* and became rector at Bemerton, near Salisbury, in 1630. That same year, he was ordained to the priesthood. 

The poetry of George Herbert is beautiful. I have suggested that your student read all that your anthology has to offer! Unfortunately, it is presented in your anthology as a scattered collection. In *Invitation to the Classics*, Christopher Hodgkins explains:

In *The Temple*, these poems are arranged to form an intricately built structure, made for the worship of God. It has 3 major sections: (1) *The Church Porch* is a place of preparation, a collection of proverbial wisdom for outward behavior; leading into (2) *The Church*, a large "congregation" of shorter poems probing the believer's bittersweet inner life; leading on to (3) *The Church Militant*, a prophetic vision of sin and redemption competing throughout history on a global scale. The largest section, *The Church*, is organized in part around architecture with such poems as "The Altar," "The Church Floor," and "The Windows," and in part around the church year, including "Good Friday," "Easter," "Whitsunday," and "Christmas." But like the Psalms, it is mainly a chorus of varied voices—struggling, thanking, complaining, praising.


**GEOGRAPHICAL BACKGROUND INFORMATION:**

See sidebars above [pages 2-4] for background information on the climate and land forms of Virginia.<sup>xii</sup>


**LITERARY BACKGROUND INFORMATION:**

**For information from *World Book*<sup>xiii</sup> on George Herbert, please see the sidebar, left. Answers to the questions posed on Herbert in the Student Activity Pages are here:**


1. Why does "Redemption" seem to be autobiographical? *This poem shows Mr. Herbert's apparent feeling of unworthiness to become a priest. However, the end of the poem points to the fact that Christ was found among the sinners. Please note that Herbert's work is full of language that can lead the reader to believe it is largely autobiographical. However, for the most part, his poetry was written to lead the reader to worship God. The student should be able to recognize imagery<sup>2</sup> in this poem. The image of God as a landlord, and Herbert (or the reader), as a tenant.*
2. Read "The Flower" and explain how this poem shows this theme (grace). *Again, using imagery, this poem details the life of a Christian. It examines the believer's life as a series of highs and lows, with the grace of God permeating throughout. The ultimate destination is the garden, Heaven, where we as Christians will abide.*
3. Read "Love" and explain this cycle (of grace). *The "offer" in this poem is to be welcomed as one is entering a shop. This image represents Christ's offer to commune with Him. As the character in the poem attempts to reject the offer of the host, so we too, find reasons to not accept God's gift of grace. The reasons given in this poem are "I have marred them" (my eyes), and therefore have deemed myself unworthy of entering. However, we again see our own humbling through the eyes of this traveler. Christ (the shopkeeper) acknowledges, once again, that He bore the blame. And again, we sup at the master's table!*
4. How do the shapes of "Easter Wings" and "The Altar" affect their meanings? *Shape poems further encourage any imagery presented. When first looking at the poem "The Altar", one can easily see the idea of "altar" as portrayed in the Old Testament. If your child needs practice in utilizing the concordance of his Bible, have him look up several passages using the word "altar". To see the proper shape of "Easter Wings", you need to turn your book or page horizontally. You will then easily see the birds' wings. Notice other images in the poem that allow the readers to visualize birds. For example, lines 6 & 7 help to complete this image ("O let me rise/As larks, harmoniously). Help the student to find other such examples.*

 **World Book on John Donne:**

**Metaphysical** and **Cavalier** poets were two major groups of poets during the Stuart period. The metaphysical poets included **John Donne**, their leader; Abraham Cowley; **George Herbert**; Andrew Marvell; and Henry Vaughan. The Cavalier poets, who were associated with the court of Charles I, included Thomas Carew, Robert Herrick, Richard Lovelace, and Sir John Suckling.

The metaphysical poets used comparatively simple language, but they often created elaborate images called conceits. Donne wrote passionate love poetry until he converted from Roman Catholicism to the Anglican faith. He became an Anglican priest in 1615. After his conversion, Donne wrote equally passionate poems to God. Several other metaphysical poets also wrote religious verse. In contrast to the serious metaphysical poets, the Cavalier poets wrote dashing love poetry. 

<sup>2</sup> Imagery: Using vivid words and sensory details to create a visual image in the mind of the reader.

 **John Donne**, pronounced duhn, (1572-1631), was one of the greatest English poets and preachers of the 1600's. Donne was scholarly and had a keen, logical mind, but he was also deeply emotional. These qualities are evident in his poems and sermons. During his own time, Donne influenced several other poets. Donne and these poets were called the metaphysical poets.


**His life.** Donne was born in London. A descendant of Saint Thomas More, he was raised as a Roman Catholic. However, sometime during the 1590's, Donne became an Anglican. About 1597, he became secretary to Sir Thomas Egerton, a distinguished government official. In 1601, Donne secretly married Egerton's 16-year-old niece, Ann More. More's father was outraged at the marriage and had Donne dismissed from his position and finally imprisoned.

For the next 14 years, Donne struggled to support himself and his growing family, often living on the generosity of patrons. In 1615, at the urging of King James I, Donne became an Anglican priest. Donne also received a Doctor of Divinity degree from Cambridge. He quickly became famous for his sermons and often preached at the royal court. In 1621, Donne became dean of St. Paul's Cathedral, holding this position until his death.

**His poetry.** Donne wrote poetry on a variety of subjects and used many different genres (poetic types). His early Satires and Elegies follow classical models but they also have a distinctly modern flavor. In Songs and Sonnets, his best-known group of poems, Donne wrote both tenderly and cynically of love. His major love poems include "The Canonization" and "The Extasie."

**Later, Donne turned to writing religious poetry.** He produced a superb series of Holy Sonnets, including "Death be not proud" and "Batter my heart, three person'd God." Donne also wrote a moving meditative poem called "Good Friday, 1613. Riding Westward" and three magnificent hymns. He wrote nearly 200 poems, but only a few were published during his lifetime. The others circulated in manuscript copies and were not published until 1633. Donne's poetry was somewhat ignored during the 1700's and 1800's, but in the early 1900's, interest in his poetry revived. Modern poets, including T. S. Eliot, have praised and imitated Donne's works.

Donne's language is dramatic, witty, and sometimes shocking. He used a variety of **imagery** and based his rhythms on everyday speech. At times, the complexity of his thought makes his meaning difficult to understand, but his poems always unfold in a logical way. He had a genius for creating extended poetic metaphors called **conceits**. In the metaphysical conceit, the poet developed a lengthy, complex image to express precisely his view of a person, object, or feeling. Donne's lyric, "A Valediction: Forbidding Mourning," contains his most famous conceit. Donne compares the souls of separated lovers to the legs of a compass:

If they be two, they are two so  
As stiffe twin compasses are two,  
Thy soule the fixt foot, makes no show  
To move, but doth, if th' other do. 

On the poetry of John Donne (pronounced "dun"):

**REMINDER:** John Donne's poetry does reflect sensuality. For less astute students, references might never be noticed, but some themes are definitely those of a husband/ wife sexual relationship. The language is not risqué for its time, but the theme is there, and I believe moms should be aware of it for discussion purposes. It is obvious that Donne greatly loved his wife, but some teens may not be ready for this without a parent's supervision. Answers to Student Activity Pages' questions start in the sidebar, page 12.

### Notes:

#### Answers for Church History Questions for discussion:

1. What were the "Puritan emphases" in England that Noll notes as being influential in New World English settlements? *Listed on pages 32-35. Briefly: humankind must depend entirely on God for their salvation (Augustinian, not Arminian); emphasized the authority of the Bible; God created society as a unified whole—thus all arenas of life: governmental, private, financial—were all interwoven and to be submitted to God and His Word; God always works with people through covenants, or solemn agreements; and finally that the Anglican Church was in need of major and radical reforms.*
2. Noll asserts (p. 36) that "Historians have customarily contrasted the secular character of the founding of Virginia with the more overtly religious settlements of Puritans to the north in Plymouth and Massachusetts Bay... Still, if the Virginians were never entirely Puritan, some of the same religious impulses that inspired the settlers to the north were also at work in Virginia." What facts does he bring to support this assertion? *As soon as the first settlers arrived in May, they were joined by an earnest minister, Rev. Robert Hunt. Lord De La Warr's first act was to hold a worship service for the purpose of biblical exhortation and correction of the colonists. Virginia's earliest legal codes made church attendance compulsory, and contained other laws that asserted the primacy of scriptural conduct. Some colonists displayed missionary zeal, especially John Rolfe, who married Pocahontas in part to bring her to Christ.*
3. If Puritan emphases are obvious, why did Virginia seem more "worldly"? *Noll offers balancing reasons for Virginia developing differently than sister colonies in the North besides the obvious worldly goals of the first Jamestown settlers. These include: the early establishment of the Church of England, the growth of (and financial dependence on) tobacco, and the early introduction of black slavery.*

**Notes:****Answers to questions in the Student Activity Pages for Rhetoric-level students:**



1. List some of the background and circumstances in Donne's life that would have influenced his writings. *John Donne was born into a Roman Catholic family at a time when they were being persecuted in England. It is possible that this is a reason he rejected the church as a young man. Later, Donne traveled quite extensively and lived what we would call a "flamboyant" life. After a secret marriage to Ann More, he lost his fortune. The result was a series of "make-shift" employments to support his family. Toward his latter years, he finally entered the ministry and became known as one of the greatest preachers in the history of England.*

2. What are two aspects of John Donne's poetry for which he is most famous? *Love poetry and religious verse. Examples of love poetry: "Sun Rising" displays dismay at the sun for ending another day of demonstrating love to his lover, or wife. "The Canonization" demonstrates the dedication of two lovers toward one another. Examples of religious verse: "Sonnet 10" (good one to memorize!) reveals Donne's belief in an eternal life with God and the believer's triumph over death. "Sonnet 14" acknowledges one's ever and always dependence on the "three-personed" God. "Hymn to God" shows that even during the last days of Donne's life, he points the reader to the fact that earth is not our, not was it his, eternal dwelling place.*

3. Donne makes use of poetic conceit in many of his poems. Poetic conceit is a striking comparison between two things that are quite different from each other, "combining dissimilar images" or discovering likenesses in things apparently unlike. After reading "The Good Morrow", find examples of these types of metaphors. *The poetic conceit in this poem aptly compares the discovery of new love to the discovery of new worlds (line 12). Donne even goes so far as to equate love with the perfection of creation of the two hemispheres (line 17). Ah, for us as parents to demonstrate this type of love with our spouse as examples to our children!*



4. Donne wrote with passion, boldness, intensity, and authority. This was in contrast to the grace, delicacy and charm of his contemporary Elizabethans. After reading "The Apparition", find examples of this boldness. *Yes, "The Apparition" definitely stands in direct contrast to other delicate poems of this age. While other poets of this time were writing of lips like cherries and cheeks like roses, Donne was, at times, going for shock value! In fact, this poem could be somewhat disturbing, even to modern-day readers! The main theme of this poem is pleasure, derived by haunting, in the afterlife, the woman who scorned him. He hopes that she will lie in fear and appear more ghost-like than he (lines 12 and 13).*

**LAW AND GOVERNMENT BACKGROUND INFORMATION:**



  **The House of Burgesses**,<sup>xiv</sup> pronounced BUR jehs ehs, was the first representative legislative body in colonial America. The House of Burgesses first met at Jamestown, then the capital of Virginia, on July 30, 1619. Governor Sir George Yeardley called the meeting. The session included two citizens, or burgesses, from each of the 11 boroughs (subdivisions) of Virginia.

The first act of the body was to approve an official great seal for the colony. The House also claimed the right to act on all tax laws. In 1621, the House received the authority to make all legislation, but the governor and his council had the right of veto. The House conformed to English law and used the same procedure as the English Parliament.

After the death of King James I in 1625, the English government became occupied with its internal affairs. From then on, the House of Burgesses managed the affairs of the colony. The failure of Governor Sir William Berkeley to call a new election to the House was one of the many grievances that led to Bacon's Rebellion in 1676.

The House of Burgesses was not completely democratic. But it contributed to the development of representative government in colonial America. When it was temporarily dissolved in 1774, its members met in the first revolutionary convention of Virginia. There they elected delegates to the First Continental Congress. Some members of the House of Burgesses became leaders of the Revolutionary War in America (1775-1783).  



**CHURCH HISTORY BACKGROUND INFORMATION:**



  **World Book on James I:**<sup>xv</sup>



**James I** (1566-1625) was the first Stuart king of England. He became James VI of Scotland in 1567 when his mother, Mary, Queen of Scots, gave up that throne. When James's cousin Elizabeth I died, he became King James I of England in 1603, and ruled both England and Scotland until his death. James's son Charles I succeeded him.

James believed in the divine right of kings, the belief that kings get the right to rule from God, rather than from the people. He set up a strong royal government in Scotland, but the English Parliament opposed his attempt to rule as absolute monarch in England. This dispute over who should have power continued under Charles I, and led to the English Civil War in 1642 [which we shall study in detail in Week 25].

James supported the Anglican Church and sponsored a translation of the Bible, published in 1611, that is now known as the **King James Version**. But he persecuted certain Protestant groups such as the Puritans. Some Puritans migrated to America in 1620 and founded Plymouth Colony. They were better known as Pilgrims.

**Jamestown**, the first permanent English settlement in America, was named in his honor. But James showed an interest in colonies only in Northern Ireland, where he seized land from Irish Catholics and gave it to English and Scottish Protestants.  

  **World Book on the King James Version of the Bible.**

In 1604, King James I of England authorized a committee of about 50 scholars to prepare a revision of earlier English translations of the Bible. The new version appeared in 1611 and became known as the **King James**, or **Authorized Version**. The beauty and grace of the translation established the King James Version as one of the great treasures of the English language. No important English translations of the Bible appeared for more than 200 years after the publication of the King James Version. During this time, the King James Version was the most widely used translation in the English-speaking world.  

**GROUP DISCUSSION: GRADES 9-12 (Suggested day for this discussion: Wednesday.)**

**1<sup>st</sup> Hour: Go around the group asking students to share their impressions of the facts they've learned this week. Make sure to emphasize, through discussion:**

- The fact that St. Augustine, a Spanish colony in what is now Florida, was the first permanent European settlement in what is now America.
- Lost Colony of Roanoke: details of this sad story and mysterious end.
- Conditions in England that were the background to the settlement of Jamestown, specifically:
  - The roles of Elizabeth, James I, Sir Frances Drake, and Sir Walter Raleigh.
  - The Spanish/English wars and rivalry and their effects on the history of the colonies. For instance:
    - Drake repeatedly raided Spanish colonies in the Americas, including St. Augustine.
    - The assassination of William of Orange was the catalyst for Elizabeth's decision that she must support the Huguenots openly in Holland and in France. England's preoccupation with these wars delayed their support of early colonies in Roanoke.
- Be sure to note the two most important factors that saved the Jamestown colony from failure:
  - The colonists learned to produce their own food
  - Tobacco proved to be a highly marketable cash crop, giving the colonists a basis for trade with England.

**2<sup>nd</sup> Hour: Conditions and events in America as Englishmen struggled to establish the first permanent settlement there.**

Affix dates (and relative dates) in students' minds, and create a framework for discussion, by creating a time line on the white board, which they should copy into their class notes (or use to double-check their time lines):

- St. Augustine was established in 1565, and ruled by Spain for 200 years.
- 1584 William of Orange assassinated: Elizabeth is shocked and determines to help Dutch Huguenots openly, though it cost her war with Spain.
- The Lost Colony is established in 1587. Virginia Dare: first white European born in the New World there.
- The Spanish Armada arrives in England and is defeated in 1588. This, and other related events, delays the return to Roanoke with needed supplies for two years.
- 1598, Henry issues the Edict of Nantes, the first long-lasting edict of religious toleration in modern Europe. The edict granted the Huguenots many privileges and marked the end of France's civil wars.
- In 1598 as well, Phillip II of Spain dies; Phillip III rules in his stead.
- 1590, White returns to Roanoke in search of the "Lost Colonists" and finds them all gone.
- 1600 Will Smith is the first Englishman in Japan.
- 1601 Jesuit missionary Matteo Ricci enters Peking with the gospel.
- Elizabeth I dies in 1603; James I begins to rule.
- James I allows settlers to go to America under the sponsorship of the London Company in 1607.
- John Smith takes control of, and saves, the sickly colony of Jamestown from 1608-1609.
- Pocahontas marries John Rolfe in 1614 and dies in England in 1616.
- Ironically, 1619 sees BOTH the first meeting of the House of Burgesses, the first freely elected assembly in America AND the importation of 20 black slaves (who had no freedoms of any kind).

**Discussion starter statements and ideas:**

1. God's hand in history has been termed the "quiet hand of Providence."
  - First, define "Providence." Is it only when God is working "good" things that we should use this term? What is the Scriptural support for the word? *Providence is that "guiding hand" or "supportive sovereignty" that quietly orders all things for God's glory and our good. People often say that a good event was "providential" but students should realize that all events (pleasant or unpleasant) are the outworking of Providence. Romans 8:28 says "all things." Also reference James 1:2-4.*
  - Now, what specific events are obviously God's Providence? *Answers will vary. Students might choose to site:*
    - a. *Relationships between Elizabeth's choices concerning the Huguenots in Holland, the Spanish Armada, and the lost colony of Roanoke.*
    - b. *Events from John Smith's adventurous life, including the incident with Pocahontas and his leadership role in saving Jamestown from ruin.*
    - c. *Once again, man plans but God directs. The colonists and the Virginia (or London) Company thought they were going to get rich quick when they embarked on the business of colonizing the New World. Instead, they furthered God's purposes for populating America with Englishmen (and their religious heritage). Proverbs 16:9.*
  - Surely those who went were disappointed at their "failure" to achieve their goals—many died. Perhaps this is a good time to discuss the true evaluation of success or failure in Biblical terms.
    - Proverbs 16:3 Commit your works to the Lord, And your plans will be established. A question for discussion: did all "disappointed" colonists commit their way unto the LORD?
    - Isaiah 46:10-11
      - Declaring the end from the beginning
      - And from ancient times things which have not been done,
      - Saying, 'My purpose will be established,
      - And I will accomplish all My good pleasure';
      - Calling a bird of prey from the east,
      - The man of My purpose from a far country.???
      - Truly I have spoken; truly I will bring it to pass.
      - I have planned it, surely I will do it. (NASB)

*God was bringing His purposes about through them; they could have encouraged themselves with this Scripture if their eyes were on other things besides personal gain or personal status.*
    - Most "adventurers" probably considered themselves Christians. *If they were, they were not truly disappointed, for Romans 5:3-5 reminds adventurers of true riches:*  
*And not only this, but we also exult in our tribulations, knowing that tribulation brings about perseverance; and perseverance, proven character; and proven character, hope; and hope does not disappoint, because the love of God has been poured out within our hearts through the Holy Spirit who was given to us. (NASB)*
2. Today, many want to divorce personal character (adultery, drug use, etc.) and public leadership roles (holding governmental posts such as President and Congressman). What, if any, are the lessons of Jamestown that would speak to this issue?
  - The students may surprise you on this one. They may feel that John Smith's character was not admirable, but insist that he made a strong and able leader, and that God used him as such. If so, point out that though God did use him, it was not his lack of character, but his character strengths that made him capable of leading selfish, indolent men to work and persevere.*
  - They might similarly note the complexity of the settlement situation. De La Warr, whom World Book labels "harsh and strict but succeeded in bringing order" also "arrived in 1610 as the colony teetered on the brink of collapse, [and] his first action was to organize a worship service in order to issue a biblical call for sacrifice and industry."<sup>3</sup> He went on to be successful as the first governor of the colony.*
  - Alternately, students may center in on the connection between the weak and ruinous condition of Jamestown before the intervention of Smith that resulted from the self-centered, indolent behavior of the colonists. This discussion would focus on the "treasure seeking attitudes" (for both senders and sent) and the refusal of colonists to do manual labor that was "beneath" them.*

2 Thessalonian. 3:10  
 "For even when we were with you, we gave you this rule: "If a man will not work, he shall not eat."

<sup>3</sup> In this week's reading in *A Christian History of the United States and Canada* by Noll. Pages 36-37.

**Next week, we will contrast the colonists in Jamestown with the colonists in Plymouth on some of the above topics: personal integrity, goals and motives for colonizing, and results. You therefore may want to make points that will reviewed/tied into next week's study, or alternately, to focus on Jamestown issues this week and make broader spiritual applications next week.**

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<sup>i</sup> Excerpted from an article in *World Book* entitled **American Indian**. Contributors: Alan L. Kolata, Ph.D., Prof. of Anthropology, Univ. of Chicago. Donald L. Fixico, Ph.D., Prof. of History, Western Michigan Univ. and Sharlotte Neely, Ph.D., Prof. of Anthropology, Northern Kentucky Univ. This article (on disk) ends with a huge list of resources for further reading!

<sup>ii</sup> Article in *World Book* entitled **St. Augustine**. Contributor: Fred H. Whitley, Associate Editor, Saint Augustine Record.

<sup>iii</sup> Article in *World Book* entitled **Lost Colony**. Contributor: Karen Ordahl Kupperman, Ph.D., Prof. of History, Univ. of Connecticut.

<sup>iv</sup> Detailed information on Raleigh's life and career in sidebars on pages 5-6 from a *World Book* article entitled **Sir Walter Raleigh**. Contributor: Stephen Greenblatt, Ph.D., Prof. of English, Univ. of California, Berkeley.

<sup>v</sup> Article in *World Book* entitled **Jamestown**. Contributor: James Kirby Martin, Ph.D., Prof. of History, Univ. of Houston.

<sup>vi</sup> Article in *World Book* entitled **De La Warr, Lord**. Contributor: Fred W. Anderson, Ph.D., Associate Prof. of History, Univ. of Colorado, Boulder.

<sup>vii</sup> Excerpted from an article in *World Book* entitled **Tobacco**. Contributor: J. H. Smiley, Ph.D., Extension Prof. of Agronomy, Univ. of Kentucky.

<sup>viii</sup> Article in *World Book* entitled **Bacon's Rebellion**. Contributor: T. H. Breen, Ph.D., William Smith Mason Prof., Northwestern Univ.

<sup>ix</sup> Article in *World Book* entitled **John Smith**. Contributor: Alden T. Vaughan, Ph.D., Prof. of History, Columbia Univ.

<sup>x</sup> See more about this in an excerpt from *World Book's* article entitled **American Literature** printed in the sidebar, page 9. Contributor: Donald G. Marshall, Ph.D., Prof. and Head, Department of English, Univ. of Illinois, Chicago.

<sup>xi</sup> Information in sidebar from an article in *World Book* entitled **Powhatan Indians**. Contributor: Donald L. Fixico, Ph.D., Prof. of History, Western Michigan University.

<sup>xii</sup> The following articles from *World Book* were referenced in sidebars, pages 2-4: **Appalachian Mountains**. Contributor: John Edwin Coffman, Ph.D., Former Associate Prof. of Geography, Univ. of Houston; **Piedmont Region**. Contributor: Stephen S. Birdsall, Ph.D., Prof. of Geography, Univ. of North Carolina at Chapel Hill, Atlantic Coastal Region.

<sup>xiii</sup> Excerpts from articles in *World Book* entitled **English Literature** (Contributor: James Douglas Merritt, Ph.D., Prof. of English, City Univ. of New York Brooklyn College); **John Donne** (Contributor: Gary A. Stringer, Ph.D., Prof. of English, Univ. of Southern Mississippi); and [sidebar, page 10] **George Herbert** (Contributor: Gary A. Stringer, Ph.D., Prof. of English, Univ. of Southern Mississippi).

<sup>xiv</sup> Article in *World Book* entitled **House of Burgesses**. Contributor: Donna J. Spindel, Ph.D., Prof. of History, Marshall Univ.

<sup>xv</sup> Article in *World Book* entitled **James I**. Contributor: Lacey Baldwin Smith, D.Litt., Prof. Emeritus of English History, Northwestern Univ.