

## **LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

### **Video Segment Summary**

**Running time: 4 minutes**

#### **Opening**

Mrs. Miller, Kelly, and Robert are talking to a costumed interpreter in front of the slave quarters at Carter's Grove Plantation. Through questions and answers, the interpreter and Mrs. Miller explain the following concepts to the children:

Running a large plantation required a lot of physical labor, so most of the people who lived on plantations were either indentured servants or slaves. Many of the servants were Africans. Englishmen with little or no money came to America as indentured servants. They wanted jobs and a better way of life. The indentured servant contracts ran from four to seven years, but sometimes the contracts were extended. Some of the indentured servants worked in the fields, but others worked as bricklayers, cooks, and clerks. Unlike slaves, indentured servants could earn money to buy their freedom. The women indentured servants worked in the fields and did household chores. Some children worked as servants.

At this point the characters walk toward the plantation home as the scene fades into illustrations of field workers.

#### **Text and Description of Video Scenes**

As the illustrations of field workers are shown, the narrator explains: At first, large numbers of indentured servants came from Europe to work the fields. Then more workers were brought from Africa; some as indentured servants and some as slaves. The demand for cheap labor was so great that three out of four settlers in 17<sup>th</sup> century Virginia were servants or agricultural workers. These workers did not have the same rights as the wealthy landowners.

The scene fades back to Mrs. Miller, Kelly, and Robert standing in front of the main house at Carter's Grove Plantation, talking to another guide. The guide explains that Carter's Grove was one of the largest and most elegant homes in Virginia when it was built. Mrs. Miller comments that the right to vote was even more valuable to the landowners than their homes were. When Robert replies that all adults have the right to vote, Mrs. Miller explains that in colonial Virginia only landowners could vote or run for political office.

The scene fades to an image of the Third Charter of Virginia with the following narration:

The Third Charter of Virginia granted some white male landowners the right to vote. When the Burgesses met in Jamestown in 1619, it was the first representative government in the New World. It gave colonists some control over how they were governed, and it gave them some of the same rights as the people in England. But not everyone was treated equally. By the 18<sup>th</sup> century,

European immigrants brought new industries to Virginia including iron working, shipbuilding, and home building to support people in the growing tobacco trade. Many of the new settlers came to Virginia from places other than England. Some came from Scotland, Ireland, Germany, and France-- even from other colonies. Some people came to America to practice their religion freely. Many immigrants wanted land, opportunity, and freedom.

## Segment 2: Slaves, Indentured Servants, Immigrants

Since most of the good land was already being used in the Tidewater area, many newer immigrants moved farther inland to set up their farms and businesses. Craftsmen like silversmiths and shoemakers began to move to Virginia. These new merchants also wanted a voice in government. When the Capital moved from Jamestown to Williamsburg in 1698, Williamsburg began to thrive. Famous Virginians like George Washington, George Mason, Patrick Henry, and Thomas Jefferson were frequently seen walking the streets of colonial Williamsburg.

This segment of the video ends with a portrait of Thomas Jefferson.

## Learning Objectives

As part of learning SOL 4.1 a and 4.3a, the student will be able to:

- identify the various groups of settlers and explain why the immigrants came to Virginia;
- describe the roles of slaves, indentured servants, and women in colonial Virginia;
- compare and contrast the differences among the landowners, indentured servants, and slaves;
- explain the necessity of having a large work force on the plantations;
- describe the results of the Third Charter of Virginia;
- define the following words in context: *agricultural, Burgesses, contracts, immigrants, industries, legislature, merchants, plantation, thrive, and vote.*

## Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the *KWL Activity Sheet*.
2. Use the *Word Questioning Graphic Organizer* or the *Word Meaning Prediction Chart* included in this Study Guide to introduce some of the vocabulary words.
3. Divide the class into three groups and distribute slips of colored paper (yellow, green, blue) to each group, one color per group. Tell the students to imagine the following scene: Those students holding the green papers can assign work for the students with yellow and blue papers; those holding yellow papers have to do the assignments for another five days but then they can stop; those holding blue papers have to do all of the assignments until someone with a green paper lets them stop. Invite students to discuss the fairness or unfairness of the situation. Tell them this is similar to the situation of the landowners,

indentured servants, and slaves in early Virginia.

## Segment 2: Slaves, Indentured Servants, Immigrants

### Focus for Viewing

Tell students the video segment describes life on a colonial plantation. Ask students to watch and listen for the answers to the following question:

- Why were so many workers needed?
- From which countries did most of the indentured servants and slaves come?
- Why was the Third Charter of Virginia important?

### Viewing Activities

1. Start the video with the scene of Mrs. Miller, Kelly, and Robert talking with a costumed interpreter at Carter's Grove Plantation.
2. **Pause Point:** Stop the video after Kelly and her mother start walking away from the slave quarters. Kelly says, "I don't want to. Not without cable TV." Remind students that the landowners' homes did not have running water, cable TV, or Internet browsers. Briefly review the reasons so many workers were needed on the plantations. Tell students the next part of the video will show illustrations of slaves and indentured servants explain more about their roles.

Resume the video.

3. **Pause Point:** Stop the video as the scene shows the main house at the plantation. Ask students to describe the illustrations of the indentured servants and slaves. Then tell students the next part of the video shows more of the plantation and explains more about plantation life.

Resume the video.

4. **Pause Point:** Stop the video after Mrs. Miller says, "Only landowners could vote or run for political office." Explain that only white men could own land. Ask students how they think the women, indentured servants, and slaves might have felt about not being able to vote or hold office.

Resume the video.

5. **Pause Point:** Stop the video at the population distribution map. Have students fill in individual copies of the map (included in this study guide) and compare them with the map on the video.

Resume the video.

6. **Pause Point:** Stop the video after the portrait of Thomas Jefferson. This is the last part of this segment. Use the *Post-Viewing Activities*, *Assessment*, *Action Plan*, and *Extension Activities* for Segment Two before showing the next segment of the video.

## Segment 2: Slaves, Indentured Servants, Immigrants

### **Post-Viewing Activities and Questions**

1. Discuss the *Focus for Viewing* question in small groups. Have groups report their answers to the class.
2. Complete the *Note Taking Activity Sheet*. Either replay the video segment and have students take notes as they listen, or have them complete the activity sheet and watch the video segment again to check their answers.
3. Complete the *KWL Activity Sheet* and the *After Viewing* section of the *Anticipation Guide*.
4. Use the *Words in Context Graphic Organizer* to study important vocabulary words.
5. Invite students who have been to Carter's Grove to describe their visit.
6. Draw a picture of Carter's Grove Plantation that shows the differences between the slave quarters and the Big House.
7. Take the role of a costumed interpreter. Explain the plantation system to a group of tourists.
8. Write a letter from an indentured servant to family members at home. Describe life on a Virginia plantation.
9. Make a list of the types of chores the children might have performed. Compare it to the kinds of chores children today perform.
10. Work with a partner. Take the roles of an indentured servant who wants his/her freedom and a landowner who wants to extend the contract. Rehearse the dialogue and then perform it for the class.

## Segment 2: Slaves, Indentured Servants, Immigrants

11. Use any or all of these additional questions. You may want to replay the video segment and have students find the answers as they watch and listen.
- Why was the demand for labor so great in colonial Virginia? (The large plantations needed many workers to keep them running.)
  - From where did most of the indentured servants come? (They came from mostly Europe. Some came from Africa.)
  - From where did the slaves come? (They came from Africa.)
  - What, according to Mrs. Miller, was even more valuable to landowners than their land and homes? (The right to vote was more valuable.)
  - Why did some of the immigrants move farther inland in Virginia? (The farmland in the Tidewater area was already used up.)
  - What did the Third Charter of Virginia create? (It created the first representative form of government in the New World.)
  - What did most of the immigrants want? (Some wanted religious freedom. Others wanted land, opportunity, and freedom.)
  - What did some of the new merchants want? (They wanted a voice in government.)

## Assessment

1. Use the test included in this Study Guide as a formal assessment.
2. Use *the Note Taking Activity Sheet*, *3-2-1 Graphic Organizer*, *The Important Thing Graphic Organizer*, or any of the Post-Viewing or Extension Activities in this Study Guide as informal assessments.

## Action Plan

1. Re-enact a day on a plantation. Students assume the various roles and perform their duties for about thirty minutes. At the end of the time, hold a group discussion about the types of tasks, the difficulty, and students' thoughts and feelings as they worked.

2. Turn off the sound on the video. Use the photographs, illustrations, and video clips to summarize the important information in the video.

## Extensions

### 1. **Math**

Set a price for transportation from England to Virginia as well as a rate of pay for an indentured servant. Then calculate the number of days and years an indentured servant would have to work to pay for a contract.

### 2. **Technology/Writing**

Go to the *Virtual Jamestown* Web site and read the original contract of an indentured servant. Then create a similar contract.

<http://jefferson.village.virginia.edu/vcdh/jamestown/wbindl.html>

### 3. **Technology/Research**

There are many web sites related to early Virginia plantations. Visit a few of the web sites to find out more about life on the plantations. Create a poster, a series of postcards, or a travel brochure to display your findings.

<http://www.jamesriverplantations.org/> (Virtual tours of Sherwood Forest, Westover, Shirley, Evelynton, and Berkeley Plantations)

<http://www.williamsburg.com/plant/carter.html> (Virtual tour of Carter's Grove Plantation)

<http://www.history.org/places/hb/hbcgrove.htm> (Virtual tour of Carter's Grove Plantation)

<http://www.resnet.wm.edu/~jacave/CartersGrove.htm> (Virtual tour of the reconstructed slave quarters at Carter's Grove Plantation)

<http://www.stratfordhall.org/ed-servants.htm> (Description of the life and duties of an indentured servant)

### 4. **Research**

Find out about the non-agricultural jobs on plantations and in colonial Virginia. Work with a group and make up a page of job descriptions to appear in a colonial newspaper.

Name \_\_\_\_\_ Date \_\_\_\_\_

## ANTICIPATION GUIDE FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

**Directions:** Read each sentence before you watch the video. In the *Before Viewing* column place a check mark next to each sentence you think is correct. After you watch the video, put a check in the *After Viewing* column next to each sentence you know is correct. Which of your ideas stayed the same? Which changed? Why?

<b>Before Viewing</b>		<b>After Viewing</b>
_____	1. Most of the indentured servants came from Africa.	_____
_____	2. The plantations were small and only needed a few workers.	_____
_____	3. The Third Charter of Virginia established the first representative form of government in the New World.	_____
_____	4. All people in colonial Virginia had the right to vote.	_____
_____	5. Immigrants moved farther west in Virginia after the Tidewater land was taken.	_____
_____	6. Indentured servant contracts usually ran from four to seven years.	_____
_____	7. Only men were indentured servants.	_____
_____	8. Some immigrants came to America to practice their religion freely.	_____

### **Post-Viewing Activity**

Directions: Rewrite the incorrect statements above to make them true.

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## VOCABULARY FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Vocabulary terms are listed in alphabetical order. A list of terms in order of their appearance in the video is also included. Most of the context sentences refer to the script of the video. Sentences marked with an asterisk (\*) provide context for the vocabulary term, but do not refer to the script of the video.

### Vocabulary terms in order of their appearance in the video:

plantations	immigrants
contracts	industries
agricultural	merchants
Burgesses	thrive
legislature	vote

### Vocabulary terms in alphabetical order:

#### agricultural

Definition: farming

Sentence: *The plantations needed many **agricultural** workers to keep the fields productive.*

#### Burgesses

Definition: men who met to make laws for the colony

Sentence: *When the **Burgesses** met in Jamestown in 1619, it was the first representative legislature in the New World.*

#### contracts

Definition: legal agreements between people, telling the terms by which one will work for the other

Sentence: *Indentured servant **contracts** ran from 4 to 7 years.*

#### immigrants

Definition: people who move permanently to another country to live

Sentence: *In the 18<sup>th</sup> century, many **immigrants** from Europe came to Virginia.*

Vocabulary for Segment 2: Slaves, Indentured Servants, Immigrants, continued

**industries**

Definition: manufacturing and other businesses

Sentence: ***Industries** like iron working and shipbuilding came to Virginia in the 18<sup>th</sup> century.*

**legislature**

Definition: a group of people who have the power to make or change the laws

Sentence: *The Virginia Colony had the first representative **legislature** in America.*

**merchants**

Definition: people who sell goods for profit

Sentence: *In the late 1600s, many **merchants** opened shops in Virginia.*

**plantations**

Definition: large farms, located in a warm area, that grow crops such as tobacco, cotton, or coffee.

Sentence: *Tobacco was grown on large **plantations** in the eastern part of Virginia.*

**thrive**

Definition: to do well; to be successful

Sentence: *When the Capital moved from Jamestown to Williamsburg in 1698, Williamsburg began to **thrive**.*

**vote**

Definition: to make a choice in an election

Sentence: *In colonial Virginia, only the wealthy male landowners had the right to **vote**.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**NOTE TAKING ACTIVITY SHEET FOR VIRGINIA PATHWAYS  
EPISODE 4  
SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

**Directions:** Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. Running a large plantation required a lot of physical labor, so most of the \_\_\_\_\_ people who lived on the plantations were either indentured servants or \_\_\_\_\_.
2. \_\_\_\_\_ with little or no money came to Virginia as indentured servants.
3. \_\_\_\_\_ were brought to Virginia as slaves.
4. The workers did not have the same \_\_\_\_\_ as the landowners.
5. In colonial Virginia, only the wealthy landowners could \_\_\_\_\_ or run for political office.
6. The \_\_\_\_\_ government in Jamestown gave the colonists some of the same rights as the people in England.
7. By the 18<sup>th</sup> century, immigrants from Europe brought new \_\_\_\_\_ to Virginia to support the growing tobacco trade.

Note Taking Sheet for Segment 2: Slaves, Indentured Servants, Immigrants, continued

8. Many of the new immigrants wanted \_\_\_\_\_ freedom.
9. Since most of the Tidewater land was taken, the new settlers moved  
father  
\_\_\_\_\_ to set up their homes and businesses.
10. The new merchants wanted a voice in the \_\_\_\_\_ of Virginia.

**WORD BANK**

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

Africans	religious
Englishmen	representative
industries	rights
inland	slaves
government	vote

Name \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY FOR NOTE TAKING ACTIVITY SHEET  
FOR VIRGINIA PATHWAYS EPISODE 4  
SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

**Directions:** Use words or phrases from the video to complete each sentence. Then check your answers with the words in the Word Bank on the next page.

1. Running a large plantation required a lot of physical labor, so most of the people who lived on the plantations were either indentured servants or **slaves**.
2. **Englishmen** with little or no money came to Virginia as indentured servants.
3. **Africans** were brought to Virginia as slaves.
4. The workers did not have the same **rights** as the landowners.
5. In colonial Virginia, only the wealthy landowners could **vote** or run for political office.
6. The **representative** government in Jamestown gave the colonists some of the same rights as the people in England.
7. By the 18<sup>th</sup> century, immigrants from Europe brought new **industries** to Virginia to support the growing tobacco trade.
8. Many of the new immigrants wanted **religious** freedom.
9. Since most of the Tidewater land was taken, the new settlers moved father **inland** to set up their homes and businesses.
10. The new merchants wanted a voice in the **government** of Virginia.

**WORD BANK**

Each word in the Word Bank is used once on the *Note Taking Activity Sheet*.

Africans	religious
Englishmen	representative
industries	rights

inland  
government

slaves  
vote

## TEST FOR VIRGINIA PATHWAYS EPISODE 4

### SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** On your answer sheet, shade in the circle directly under the letter that stands for the correct word or phrase that completes each statement.

1. Most of the slaves in Virginia were brought from \_\_\_\_ .  
A Africa  
B England  
C Australia  
D Europe
2. Virginia had the first \_\_\_\_ form of government in the New World.  
F popular  
G representative  
H legal  
J presidential
3. The cheap labor was needed to work in the \_\_\_\_ .  
A cotton mills  
B candle factories  
C cities and towns  
D tobacco fields
4. The Third Charter of Virginia gave some landowners the right to \_\_\_\_ .  
F vote  
G read  
H immigrate  
J expand
5. The 18<sup>th</sup> century immigrants brought \_\_\_\_ to Virginia.  
A farming  
B shipbuilding  
C baking  
D reading
6. Some of the new immigrants wanted \_\_\_\_ .  
F gold and silver  
G a good education  
H religious freedom  
J free trips from their homes
7. The newer immigrants moved \_\_\_\_ to set up their farms and businesses.  
A farther inland  
B to Tidewater  
C to the southern states  
D back to England
8. In 1698 the capital moved from Jamestown to \_\_\_\_ .  
F Richmond  
G Norfolk  
H Williamsburg  
J Roanoke
9. Many of the merchants wanted a voice in the \_\_\_\_ .  
A newspaper  
B church  
C school  
D government
10. Indentured servants were able to \_\_\_\_ .  
F buy their freedom  
G run for political office  
H go to college  
J take long trips

## VOCABULARY TEST FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** On your answer sheet, shade in the circle under the letter that stands for the missing word.

11. Legal agreements telling the terms by which one person will work for the other are called \_\_\_\_.
- A bills
  - B amendments
  - C contracts
  - D constitutions
12. When you \_\_\_\_, you make a choice in an election.
- F register
  - G vote
  - H debate
  - J quarrel
13. The men who made laws for the Virginia colony were called \_\_\_\_.
- A Forefathers
  - B Presidents
  - C Senators
  - D Burgesses
14. When you \_\_\_\_, you do well, or are successful.
- F protect
  - G accept
  - H balance
  - J thrive
15. Large farms that grow cotton, tobacco, or coffee are called \_\_\_\_.
- A plantations
  - B cooperatives
  - C ranches
  - D dairies
16. \_\_\_\_ are people who move permanently to another country to live.
- F Immigrants
  - G Tailors
  - H Shepherds
  - J Passengers
17. The \_\_\_\_ is a group of people who make or change laws.
- A community
  - B crew
  - C legislature
  - D jury
18. \_\_\_\_ are people who sell goods for profit.
- F Accountants
  - G Merchants
  - H Professors
  - J Explorers
19. The word \_\_\_\_ relates to farming.
- A festive
  - B agricultural
  - C gradual
  - D impatient
20. Manufacturing and other businesses are also called \_\_\_\_.
- F industries
  - G ancestors
  - H citizens
  - J examinations

**STUDENT ANSWER SHEET FOR VIRGINIA PATHWAYS  
EPISODE 4  
SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Shade in the circle directly under the letter that stands for the correct answer.

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | A | B | C | D | 11. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 2.  | F | G | H | J | 12. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 3.  | A | B | C | D | 13. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 4.  | F | G | H | J | 14. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 5.  | A | B | C | D | 15. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 6.  | F | G | H | J | 16. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 7.  | A | B | C | D | 17. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 8.  | F | G | H | J | 18. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 9.  | A | B | C | D | 19. | A | B | C | D |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |
| 10. | F | G | H | J | 20. | F | G | H | J |
|     | 0 | 0 | 0 | 0 |     | 0 | 0 | 0 | 0 |

## ANSWER KEY FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 2: SLAVES, INDENTURED SERVANTS, IMMIGRANTS

Name \_\_\_\_\_

Date \_\_\_\_\_

**To the Teacher:** The correct answer is indicated by an **X** under the corresponding letter. To make a scoring template, duplicate this page, and use a hole-punch to punch out the space under the correct answer. Then place the answer key over the test paper for scoring.

- |     |               |               |               |               |     |               |               |               |               |
|-----|---------------|---------------|---------------|---------------|-----|---------------|---------------|---------------|---------------|
| 1.  | A<br><b>X</b> | B             | C             | D             | 11. | A             | B             | C<br><b>X</b> | D             |
| 2.  | F             | G<br><b>X</b> | H             | J             | 12. | F             | G<br><b>X</b> | H             | J             |
| 3.  | A             | B             | C             | D<br><b>X</b> | 13. | A             | B             | C             | D<br><b>X</b> |
| 4.  | F<br><b>X</b> | G             | H             | J             | 14. | F             | G             | H             | J<br><b>X</b> |
| 5.  | A             | B<br><b>X</b> | C             | D             | 15. | A<br><b>X</b> | B             | C             | D             |
| 6.  | F             | G             | H<br><b>X</b> | J             | 16. | F<br><b>X</b> | G             | H             | J             |
| 7.  | A<br><b>X</b> | B             | C             | D             | 17. | A             | B             | C<br><b>X</b> | D             |
| 8.  | F             | G             | H<br><b>X</b> | J             | 18. | F             | G<br><b>X</b> | H             | J             |
| 9.  | A             | B             | C             | D<br><b>X</b> | 19. | A             | B<br><b>X</b> | C             | D             |
| 10. | F<br><b>X</b> | G             | H             | J             | 20. | F<br><b>X</b> | G             | H             | J             |

