

U.S. I AP

Name _____

Ms. Duryea

Date _____

SUMMER READING

Directions:

1. Read *The Jamestown Fiasco* by Edmund S. Morgan
2. Based on the reading, identify 5 causes that deterred Jamestown's immediate success.
3. After you have determined the causes, rank them in order of importance.
4. Justify your rankings by writing a 3 page, typed, double-spaced, 12 font paper that will be due the first full week of school. This assignment is worth a 50 point quiz grade.



THE JAMESTOWN FIASCO

Edmund S. Morgan

The first wave of Englishmen reached Virginia at Cape Henry, the southern headland at the opening of Chesapeake Bay, on April 26, 1607. The same day their troubles began. The Indians of the Cape Henry region . . . when they found a party of twenty or thirty strangers walking about on their territory, drove them back to the ships they came on. It was not the last Indian victory, but it was no more effective than later ones. In spite of troubles, the English were there to stay. They spent until May 14 exploring Virginia's broad waters and then chose a site that fitted the formula Hakluyt had prescribed. The place which they named Jamestown, on the James (formerly Powhatan) River, was inland from the capes about sixty miles, ample distance for warning of a Spanish invasion by sea. It was situated on a peninsula, making it easily defensible by land; and the river was navigable by oceangoing ships for another seventy-five miles into the interior, thus giving access to other tribes in case the local Indians should prove as unfriendly as the Chesapeakees.

Captain Christopher Newport had landed the settlers in time to plant something for a harvest that year if they put their minds to it. After a week, in which they built a fort for protection, Newport and twenty-one others took a small boat and headed up the river on a diplomatic and reconnoitering mission, while the

from Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: W.W. Norton, 1995) pp. 71-91.

various Indian villages along the way and assured the people, as best he could, of the friendship of the English and of his readiness to assist them against their enemies. Newport gathered correctly from his attempted conversations that one major Powhatan, ruled the whole area above Jamestown, as far as the falls at the present site of Richmond. . . .

Skip over the first couple of years, when it was easy for Englishmen to make mistakes in the strange new world to which they had come, and look at Jamestown in the winter of 1609-10. It is three planting seasons since the colony began. The settlers have fallen into an uneasy truce with the Indians, punctuated by guerrilla raids on both sides, but they have had plenty of time in which they could have grown crops. They have obtained corn from the Indians and supplies from England. They have firearms. Game abounds in the woods; and Virginia's rivers are filled with sturgeon in the summer and covered with geese and ducks in the winter. There are five hundred people in the colony now. And they are starving. They scour the woods listlessly for nuts, roots, and berries. And they offer the only authentic examples of cannibalism witnessed in Virginia. One provident man chops up his wife and salts down the pieces. Others dig up graves to eat the corpses. By spring only sixty are left alive.

Another scene, a year later, in the spring of 1611. The settlers have been reinforced with more men and supplies from England. The preceding winter has not been as gruesome as the one before, thanks in part to corn obtained from the Indians. But the colony still is not growing its own corn. The governor, Lord De la Warr, weakened by the winter, has returned to England for his health. His replacement, Sir Thomas Dale, reaches Jamestown in May, a time when all hands could have been used in planting. Dale finds nothing planted except "some few seeds put into a private garden or two." And the people he finds at "their daily and usual workes, bowling in the streetes."

It is evident that the settlers, failing to plant for themselves, depend heavily on the Indians for food. The Indians can finish them off at any time simply by leaving the area. And the Indians know it. One of them tells the English flatly that "we can plant any where . . . and we know that you cannot live if you want [i.e., lack] our harvest, and that reliefe we bring you." If the English drive out the Indians, they will starve.

With that in mind, we look back a year on a scene in the summer following the starving, cannibal winter. It is August, when corn is ripening. The governor has been negotiating with Powhatan about some runaway Englishmen he is thought to be harboring. Powhatan returns "noe other then powde and disdaynefull Answers," and so the governor sends George Percy "to take Revenge upon the Paspeheans and Chiconamians [Chickahominyes]," the tribes closest to Jamestown. Percy, the brother of the Earl of Northumberland and the perennial second in command at Jamestown, takes a group of soldiers up the James a few miles by boat and then marches inland three miles to the principal town of the Paspaheghs. They fall upon the town, kill fifteen or sixteen Indians, and capture the queen of the tribe and her children.

Percy then has his men burn the houses and "cutt downe their Come groweing about the Towne." He takes the queen and her children back to his boats

and embarks for Jamestown, but his men "begin to murmur because the queene and her Children weare spared." Percy therefore obliges them by throwing the children verboard "and shoteinge owtt their Braynes in the water." Meanwhile he sends another party under Captain James Davis to attack another Indian town (presumably a Chickahominy town), where again they cut down the corn and burn the houses. Upon returning to Jamestown, Percy hears that the governour is displeased that the queene of the Paspaheghs has been spared. Davis wants to burn her, but Percy, "haveinge seene so mutche Bloodshedd that day," insists that she merely be put to the sword. So she is led away and stabbed.

Thus the English, unable or unwilling to feed themselves, continually demanding corn from the Indians, take pains to destroy both the Indians and their corn.

One final scene. It is the spring of 1612, and Governor Dale is supervising the building of a fort at Henrico, near the present site of Richmond. He pauses to deal with some of his men, Englishmen, who have committed a serious crime. In the words of George Percy, "Some he apointed to be hanged Some burned Some to be taken upon wheles, others to be staked and some to be shott to death." The reason for such extremities was the seriousness of the crime and the need to deter others from it: "all their extreme and crewell tortures he used and inflicted upon them to terrify the reste for Attempting the Lyke." What, then, was the crime these men had committed? They had run away to live with the Indians and had been recaptured.

It is not easy to make sense out of the behavior displayed in these episodes. How to explain the suicidal impulse that led the hungry English to destroy the corn that might have fed them and to commit atrocities upon the people who grew it? And how to account for the seeming unwillingness or incapacity of the English to feed themselves? Although they had invaded Indian territory and quarreled with the owners, the difficulty of obtaining land was not great. The Indians were no match for English weapons. Moreover, since the Indians could afford to give up the land around Jamestown as well as Henrico without seriously endangering their own economy, they made no concerted effort to drive the English out. Although Indian attacks may have prevented the English from getting a crop into the ground in time for a harvest, the fall of 1607, the occasional Indian raids thereafter cannot explain the English failure to grow food in succeeding years. How, then, can we account for it?

The answer that comes first to mind is the poor organization and direction of the colony. The government prescribed by the charter placed full powers in a council appointed by the king, with a president elected by the other members. The president had virtually no authority of his own; and while the council lasted, the members spent most of their time bickering and intriguing against one another and especially against the one man who had the experience and the assurance to take command. The names of the councillors had been kept secret (even from themselves) in a locked box, until ships carrying the first settlers arrived in Virginia. By that time a bumptious young man named John Smith had made himself unpopular with Captain Christopher Newport (in command until their arrival) and with most of the other gentlemen of consequence aboard. When they opened the box, they were appalled to find Smith's name on the list of councillors. But during the next two years Smith's confidence in himself and his willingness to act while others talked overcame most of the handicaps

imposed by the feeble frame of government. It was Smith who kept the colony going during those years. But in doing so he dealt more decisively with the Indians than with his own quarreling countrymen, and he gave an initial turn to the colony's Indian relations that was not quite what the company had intended.

When the supplies ran out in the first autumn, Smith succeeded in trading with the Indians for corn. Then, on an exploring expedition up the Chickahominy River, he was made a prisoner and brought before Powhatan. This was the point at which another fair princess, Pocahontas, stepped in to save his life—or so Smith later told it; and in spite of the skepticism engendered by the larger-than-life view of himself that Smith always affected, there seems to be no good reason to doubt him. In any case, he returned unharmed; and while he remained in Virginia (until the fall of 1609), he conducted most of the colony's relations both with Powhatan and with the tribes under Powhatan's dominion.

Smith took a keener interest in the Indians than anyone else in Virginia for a century to come. The astonishingly accurate map he made of the country shows the locations of the different tribes, and his writings give us most of the information we will ever have about them. But his interest in them was neither philanthropic nor philosophic. As he came to know them, he was convinced that they could be incorporated into the English settlement, but he scorned the notion that gentleness was the way to do it.

Years later, as he reflected in England on the frustrations that continued to beset Virginia, he was sure he had been right, that the Spanish had shown the way to deal with Indians. The English should have learned the lesson of how the Spanish "forced the treacherous and rebellious Infidels to doe all manner of drudgery worke and slavery for them, themselves living like Souldiers upon the fruits of their labours." John Smith's idea of the proper role of the Virginia Indians in English Virginia was something close to slavery. Given the superiority of English arms, he had no doubt of his ability to conquer the lot of them with a handful of men, just as Cortez had conquered the much more populous and formidable Aztecs. Once conquered, they could forthwith be put to work for their conquerors.

Smith was not afraid of work himself; and in the absence of Indian slaves he bent his efforts as much toward getting work out of Englishmen as he did toward supplying their deficiencies from Indian larders. In these first years many Englishmen perceived that the Indians had a satisfactory way of living without much work, and they slipped away "to live Idle among the Salvages." Those who remained were so averse to any kind of labor, Smith reported, "that had they not bene forced nollens volens performe to gather and prepare their victuall they would all have starved, and have eaten one another." While the governing council ruled, under the presidency of men of greater social prestige than Smith, he could make little headway against the jealousies and intrigues that greeted all his efforts to organize the people either for planting or for gathering food. But month by month other members of the council died or returned to England; and by the end of 1608 Smith was left in complete control. He divided the remaining settlers into work gangs and made them a little speech, in which he told them they could either work or starve.

Had Smith been left in charge, it is not impossible that he would have achieved a society which, in one way or another, would have included the Indians. They might have had a role not much better than the Spanish assigned them, and they might have died as rapidly as the Arawaks from disease and overwork. But it is unlikely that the grisly scenes already described would have taken place (they all occurred after his departure). In spite of his eagerness to subdue the Indians, Smith was in continual contact and communication with them. He bullied and threatened and browbeat them, but we do not read of any atrocities committed upon them under his direction, nor did he feel obliged to hang, break, or burn any Englishman who went off to live with them. . . .

The members of the council who returned to England complained of Smith's overbearing ways, with Englishmen as well as Indians. So the company decided not to leave the colony in the hands of so pushy a young man. At the same time, however, they recognized that the conciliar form of government was ineffective, and that a firmer authority was necessary to put their lazy colonists to work. They accordingly asked, and were given, a new charter, in which the king relinquished his government of the colony. Henceforth the company would have full control and would rule through a governor who would exercise absolute powers in the colony. He would be assisted by a council, but their advice would not be binding on him. In fact, he would be as much a military commander as a governor, and the whole enterprise would take on a more military character.

For the next eight or nine years whatever evils befell the colony were not the result of any diffusion of authority except when the appointed governor was absent—as happened when the first governor, Lord De la Warr, delayed his departure from England and his deputy, Sir Thomas Gates, was shipwrecked en route at Bermuda. The starving winter of 1609–10 occurred during this interval; but Gates arrived in May, 1610, followed by De la Warr himself in June. Thereafter Virginia was firmly governed under a clear set of laws, drafted by Gates and by De la Warr's subsequent deputy, Sir Thomas Dale. The so-called *Laws Divine, Moral and Martial* were mostly martial, and they set the colonists to work with military discipline and no pretense of gentle government. They prescribed that the settlers be divided into work gangs, much as Smith had divided them, each of which would proceed to its assigned tasks at regular hours. At the beating of a drum, the master of each gang would set them to work and "not suffer any of his company to be negligent, and idle, or depart from his worke" until another beat of the drums allowed it. . . .

The *Laws* did not even contemplate that the Indians would become a part of the English settlement. Though the company had frowned on Smith's swashbuckling way with Indians, it was disenchanted with Powhatan and convinced that he and those under his dominion did need to be dealt with more sternly. Sir Thomas Gates was instructed to get some Indian children to bring up in the English manner, free of their parents' evil influence. And he was also told to subjugate the neighboring tribes, to make them pay tribute, and to seize the chiefs of any that refused. If he wanted to make friends with any Indians, they must be "those that are farthest from you and enemies unto those among whom you dwell." The company's new attitude was incorporated in several provisions of the *Laws*. When Indians came to Jamestown to trade or visit, they were to be placed under guard to prevent them

from stealing anything; no inhabitant was to speak to them without the governor's permission; and the settlers were forbidden on pain of death to "runne away from the Colonie, to Powhatan, or any savage Verowance else whatsoever." The company's desire to bring the Indians into the community had given way to an effort to keep settlers and Indians apart.

In their relations to the Indians, as in their rule of the settlers, the new governing officers of the colony were ruthless. The guerrilla raids that the two races conducted against each other became increasingly hideous, especially on the part of the English. Indians coming to Jamestown with food were treated as spies. Gates had them seized and killed "for a Terror to the Reste to cawse them to desiste from their subteill practyses." . . . It is possible that the rank and file of settlers aggravated the bad relations with the Indians by unauthorized attacks, but unauthorized fraternization seems to have bothered the governors more. . . .

John Smith had not had his way in wishing to reduce the Indians to slavery, or something like it, on the Spanish model. But the policy of his successors, though perhaps not with company approval, made Virginia look far more like the Hispaniola of Las Casas than it did when Smith was in charge. And the company and the colony had few benefits to show for all the rigor. At the end of ten years, in spite of the military discipline of work gangs, the colonists were still not growing enough to feed themselves and were still begging, bullying, and buying corn from the Indians whose lands they scorched so deliberately. We cannot, it seems, blame the colony's failures on lax discipline and diffusion of authority. Failures continued and atrocities multiplied after authority was made absolute and concentrated in one man.

Another explanation, often advanced, for Virginia's early troubles, and especially for its failure to feed itself, is the collective organization of labor in the colony. All the settlers were expected to work together in a single community effort, to produce both their food and the exports that would make the company rich. Those who held shares would ultimately get part of the profits, but meanwhile the incentives of private enterprise were lacking. The work a man did bore no direct relation to his reward. The laggard would receive as large a share in the end as the man who worked hard.

The communal production of food seems to have been somewhat modified after the reorganization of 1609 by the assignment of small amounts of land to individuals for private gardens. It is not clear who received such allotments, perhaps only those who came at their own expense. Men who came at company expense may have been expected to continue working exclusively for the common stock until their seven-year terms expired. At any rate, in 1614, the year when the first shipment of company men concluded their service, Governor Dale apparently assigned private allotments to them and to other independent "farmers." Each man got three acres, or twelve acres if he had a family. He was responsible for growing his own food plus two and a half barrels of corn annually for the company as a supply for newcomers to tide them over the first year. And henceforth each "farmer" would work for the company only one month a year.

By this time Gates and Dale had succeeded in planting settlements at several points along the James as high up as Henrico, just below the falls. The many close-spaced tributary rivers and creeks made it possible to throw up a palisade between two of them to make a small fortified peninsula. Within the space thus enclosed by

houses, dig their gardens, and pasture their cattle. It was within these enclaves that Dale parceled out private allotments. Dignified by hopeful names like "Rochdale Hundred" or "Bermuda City," they were affirmations of an expectation that would linger for a century, that Virginia was about to become the site of thriving cities and towns. In point of fact, the new "cities" scarcely matched in size the tiny villages from which Powhatan's people threatened them. And the "farmers" who huddled together on the allotments assigned to them proved incapable of supporting themselves or the colony with adequate supplies of food.

According to John Rolfe, a settler who had married John Smith's fair Pocahontas, the switch to private enterprise transformed the colony's food deficit into a surplus: instead of the settlers seeking corn from the Indians, the Indians sought it from them. If so, the situation did not last long. Governor Samuel Argall, who took charge at the end of May, 1617, bought 600 bushels from the Indians that "which did greatly relieve the whole Colonie." And when Governor George Yeardley relieved Argall in April, 1619, he found the colony "in a great scarcity for want of corn" and made immediate preparations to seek it from the Indians. If, then, the colony's failure to grow food arose from its communal organization of production, the failure was not overcome by the switch to private enterprise.

Still another explanation for the improvidence of Virginia's pioneers is one that John Smith often emphasized, namely, the character of the immigrants. They were certainly an odd assortment, for the most conspicuous group among them was an extraordinary number of gentlemen. Virginia, as a patriotic enterprise, had excited the imagination of England's nobility and gentry. The shareholders included 32 present or future earls, 4 countesses, and 3 viscounts (all members of the nobility) as well as hundreds of lesser gentlemen, some of them perhaps retainers of the larger men. Not all were content to risk only their money. Of the 105 settlers who started the colony, 36 could be classified as gentlemen. In the first "supply" of 120 additional settlers, 28 were gentlemen, and in the second supply of 70, again 28 were gentlemen. These numbers gave Virginia's population about six times as large a proportion of gentlemen as England had.

Gentlemen, by definition, had no manual skill, nor could they be expected to work at ordinary labor. They were supposed to be useful for "the force of knowledge, the exercise of counsel"; but to have ninety-odd wise men offering advice while a couple of hundred did the work was inauspicious, especially when the wise men included "many unruly gallants packed together by their friends to escape ill destinies" at home.

What was worse, the gentlemen were apparently accompanied by the personal attendants that gentlemen thought necessary to make life bearable even in England. The colony's laborers "were for most part footmen, and such as they that were Adventurers brought to attend them, or such as they could persuade to go with them, that never did know what a dayes worke was." Smith complained that he could never get any real work from more than thirty out of two hundred, and he later argued that of all the people sent to Virginia, a hundred good laborers "would have done more than a thousand of those that went." Samuel Argall and John Rolfe also argued that while a few gentlemen would have been useful to serve as military

ficers than industrious labourers was not so necessarie."

The company may actually have had little choice in allowing gentlemen and their servants to make so large a number of their settlers. The gentlemen were paying their own way, and the company perhaps could not afford to deny them. But even if unencumbered by these volunteers, the colony might have foundered on the kind of settlers that the company itself did want to send. What the company wanted for Virginia was a variety of craftsmen. Richard Hakluyt had made up a list for Walter Raleigh that suggests the degree of specialization contemplated in an infant settlement: Hakluyt wanted both carpenters and joiners, tallow chandlers and wax chandlers, bowstave preparers and bowyers, fletchers and arrowhead makers, men to rough-hew pikestaffs and other men to finish them. In 1610 and again in 1611 the Virginia Company published lists of the kind of workers it wanted. Some were for building, making tools, and other jobs needed to keep the settlers alive, but the purpose of staying alive would be to see just what Virginia was good for and then start sending the goods back to England. Everybody hoped for gold and silver and jewels, so the colony needed refiners and mineral men. But they might have to settle for iron, so send men with all the skills needed to smelt it. The silk grass that Harriot described might produce something like silk, and there were native mulberry trees for growing worms, so send silk dressers. Sturgeon swam in the rivers, so send men who knew how to make caviar. And so on. Since not all the needed skills for Virginia's potential products were to be found in England, the company sought them abroad: glassmakers from Italy, millwrights from Holland, pitch boilers from Poland, vine dressers and salt-makers from France. The settlers of Virginia were expected to create a more complex, more varied economy than England itself possessed. As an extension of England, the colony would impart its variety and health to the mother country.

If the company had succeeded in filling the early ships for Virginia with as great a variety of specialized craftsmen as it wanted, the results might conceivably have been worse than they were. We have already noticed the effect of specialization in England itself, where the division of labor had become a source not of efficiency but of idleness. In Virginia the effect was magnified. Among the skilled men who started the settlement in 1607 were four carpenters, two bricklayers, one mason (apparently a higher skill than bricklaying), a blacksmith, a tailor, and a barber. The first "supply" in 1608 had six tailors, two goldsmiths, two refiners, two apothecaries, a blacksmith, a gunner (i.e., gunsmith?), a cooper, a tobacco pipe maker, a jeweler, and a perfumer. There were doubtless others, and being skilled they expected to be paid and fed for doing the kind of work for which they had been hired. Some were obviously useful. But others may have found themselves without means to use their special talents. If they were conscientious, the jeweler may have spent some time looking for jewels, the goldsmiths for gold, the perfumer for something to make perfume with. But when the search proved futile, it did not follow that they should or would exercise their skilled hands at any other tasks. It was not suitable for a perfumer or a jeweler or a goldsmith to put his hand to the hoe. Rather, they could join the gentlemen in genteel loafing while a handful of ordinary laborers worked at the ordinary labor of growing and gathering food.

The laborers could be required to work at whatever they were told to; but they were, by all accounts, too few and too feeble. The company may have rounded them

up as it did in 1609 when it appealed to the mayor of London to rid the city of its "swarme of unnecessary inmates" by sending to Virginia any who were destitute and lying in the streets. . . .

The company never considered the problem of staying alive in Virginia to be a serious one. And why should they have? England's swarming population had had ample experience in moving to new areas and staying alive. The people who drifted north and west into the pasture-farming areas got along, and the lands there were marginal, far poorer than those that awaited the settlers of tidewater Virginia. Though there may have been some farmers among the early settlers, no one for whom an occupation is given was listed as a husbandman or yeoman. And though thirty husbandmen were included in the 1611 list of men wanted, few came. As late as 1620 the colony reported "a great scarcity, or none at all" of "husbandmen truly bred," by which was meant farmers from the arable regions. In spite of the experience at Roanoke and in spite of the repeated starving times at Jamestown, the company simply did not envisage the provision of food as a serious problem. They sent some food supplies with every ship but never enough to last more than a few months. After that people should be able to do for themselves.

The colonists were apparently expected to live from the land like England's woodland and pasture people, who gave only small amounts of time to their small garden plots, cattle, and sheep and spent the rest in spinning, weaving, mining, handicrafts, and loafing. Virginians would spend their time on the more varied commodities of the New World. To enable them to live in this manner, the company sent cattle, swine, and sheep: and when Dale assigned them private plots of land, the plots were small, in keeping with the expectation that they would not spend much time at farming. The company never intended the colony to supply England with grain and did not even expect that agricultural products might be its principal exports. They did want to give sugar, silk, and wine a try, but most of the skills they sought showed an expectation of setting up extractive industries such as iron mining, smelting, saltmaking, pitch making, and glassmaking. The major part of the colonists' work time was supposed to be devoted to processing the promised riches of the land for export; and with the establishment of martial law the company had the means of seeing that they put their shoulders to the task. . . .

The predicament of those in charge is reflected in the hours of work they prescribed for the colonists, which contrast sharply with those specified in the English Statute of Artificers. There was no point in demanding dawn-to-dusk toil unless there was work worth doing. When John Smith demanded that men work or starve, how much work did he demand? By his own account, "4 hours each day was spent in worke, the rest in pastimes and merry exercise." The governors who took charge after the reorganization of 1609 were equally modest in their demands. William Strachey, who was present, described the work program under Gates and De la Warr in the summer of 1610:

It is to be understood that such as labor are not yet so taxed but that easily they perform the same and ever by ten of the clock they have done their mornings work; at what time they have their allowances [of food] set out ready for them, and

until it be three of the clock again they take their own pleasure, and afterward, with the sunset, their day's labor is finished.

The Virginia Company offered much the same account of this period. According to a tract issued late in 1610, "the settled times of working (to effect all themselves, or the Adventurers needs desire) [require] no more pains then from sixe of clocke in the morning untill ten, and from two of the clocke in the afternoon till foure." The long lunch period described here was spelled out in the *Laws Divine, Morall and Martiaill*. If we calculate the total hours demanded of the work gangs between the various beatings of the drum, they come to roughly five to eight hours a day in summer and three to six hours in winter. And it is not to be supposed that these hours refer only to work done in the fields and that the men were expected to work at other tasks like building houses during the remainder of the day. The *Laws* indicate that at the appointed hours every laborer was to repair to his work "and every crafts man to his occupation, Smiths, Joyners, Carpenters, Brick makers, etc." Nor did military training occupy the time not spent in working. The *Laws* provided for different groups to train at different times and to be exempt from work during the training days. Although colonists and historians alike have condemned the *Laws* as harsh, and with reason, the working hours that the code prescribed sound astonishingly short to modern ears. They certainly fell way below those demanded at the time in English law; and they seem utterly irrational in a chronically starving community.

To have grown enough corn to feed the colony would have required only a fraction of the brief working time specified, yet it was not grown. Even in their free time men shunned the simple planting tasks that sufficed for the Indians. And the very fact that the Indians did grow corn may be one more reason why the colonists did not. For the Indians presented a challenge that Englishmen were not prepared to meet, a challenge to their image of themselves, to their self-esteem, to their conviction of their own superiority over foreigners, and especially over barbarous foreigners like the Irish and the Indians.

If you were a colonist, you knew that your technology was superior to the Indians'. You knew that you were civilized, and they were savages. It was evident in your firearms, your clothing, your housing, your government, your religion. The Indians were supposed to be overcome with admiration and to join you in extracting riches from the country. But your superior technology had proved insufficient to extract anything. The Indians, keeping to themselves, laughed at your superior methods and lived from the land more abundantly and with less labor than you did. They even furnished you with the food that you somehow did not get around to growing enough of yourselves. To be thus condescended to by heathen savages was intolerable. And when your own people started deserting in order to live with them, it was too much. If it came to that, the whole enterprise of Virginia would be over. So you killed the Indians, tortured them, burned their villages, burned their cornfields. It proved your superiority in spite of your failures. And you gave similar treatment to any of your own people who succumbed to the savage way of life. But you still did not grow much corn. That was not what you had come to Virginia for.

By the time the colony was ten years old and an almost total loss to the men who had invested their lives and fortunes in it, only one ray of hope had appeared. It had been known, from the Roanoke experience, that the Indians grew and smoked a kind of tobacco; and tobacco grown in the Spanish West Indies was already being imported into England, where it sold at eighteen shillings a pound. Virginia tobacco had proved, like everything else, a disappointment; but one of the settlers, John Rolfe, tried some seeds of the West Indian variety, and the result was much better. The colonists stopped bowling in the streets and planted tobacco in them—and everywhere else that they could find open land. In 1617, ten years after the first landing at Jamestown, they shipped their first cargo to England. It was not up to Spanish tobacco, but it sold at three shillings a pound.

SUGGESTED READINGS

General

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Jamestown and the Virginia Colony

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 Helen C. Rountree, *The Powhatan Indians of Virginia* (1989); and Darrett B. Rutman and Anita H. Rutman, *A Place in Time: Middlesex County, Virginia, 1650-1750* (1984).

Creation of Maryland

Paul C.E. Clemens, *The Atlantic Economy and Colonial Maryland's Eastern Shore: From Tobacco to Grain* (1980); Gloria L. Main, *Tobacco Colony: Life in Early Maryland, 1650-1720* (1982); and David B. Quinn, ed., *Early Maryland in a Wider World* (1982).

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>
	OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g. comparison, causation) to frame or structure an argument that addresses the prompt:	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i>
	OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <i>This understanding must be part of the argument, not merely a phrase or reference.</i>