



COLLECTIONS IN THE CLASSROOM

TEACHERS GUIDE & RESOURCES

Story of Virginia Sampler: High School Sources

PRIMARY SOURCE MATERIAL
AND DISCUSSION QUESTIONS



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IMAGE CREDITS

All objects are in the collections of the Virginia Museum of History and Culture except for the photograph of a lunch-counter sit in, Arlington, 1960 (copyright Richmond Times Dispatch, used with permission).

Primary Source Sampler: Grades 9 - 12

READING AND ANALYZING

Background: Primary Source Material

This primary source packet is designed to help familiarize high school grade levels, specifically VA-US students, with a variety of primary source material from the collections of the Virginia Museum of History & Culture. The sources included will expose students to a variety of collection material, including legal and financial documents, letters, broadsides, paintings, and objects. When analyzing the materials, keep in mind the origin of the source – is it an object or a written source? Was it meant to be public or private? Who is it to, and who is it from? Who used it? Does it contain opinion or facts, and, can you tell the difference? Is it written or illustrated? These questions, the material in the corresponding source packet, the contextual information and images, and the guidelines below will provide an avenue for integrating museum collections into the classroom.

Background: The Story of Virginia

The sources in this packet span thousands of years of Virginia history. Within those years, drastic shifts in population, territory, and laws shaped the Virginia that we know today. These sources reflect a variety of people, experiences, and moments that speak to Virginia's importance in American history.

The Story of Virginia begins as far back as 16,000 years ago. At the time of the great northern glaciers, Native Americans followed the game they hunted to Virginia. Ten thousand years later, as the cold of the Ice Age gave way to a warmer, drier climate, they relied also on foraging and farming. After about 900 CE they settled into villages that united into chiefdoms. In 1607, in pursuit of opportunity in a new world, English colonists intruded into an eastern Virginia chiefdom of thirty-two tribes (15,000 to 20,000 people). Its leader then was Wahunsenacawh, whom the new settlers called by his title, Powhatan.

After difficult early years at Jamestown, the colony of Virginia expanded and began to prosper. In 1619 the first popularly elected legislative body in the New World was established – the same year that the arrival of the first enslaved Africans to British North America established a foundation of slavery that would last almost 250 years. Following the failed Indian uprising in 1622 and on orders from London, the native peoples were “removed” and reduced in number to 3,000 by a “War of Extermination.” Tobacco—grown by indentured servants and enslaved laborers—sustained the economy and gave rise to a wealthy Planter class. During the next hundred years, the remainder of

Virginia's population expanded a hundred-fold. Social inequalities and frontier conflicts with the competing colonial interests like the French and with remaining Indian tribes made the colonies increasingly difficult to govern from London.

British taxation—introduced to pay for a British military presence in America—was unexpected by the Virginia gentry and resented. Many Americans began to view British policy as a plot against their liberty. Virginians played leading roles in the Continental Congresses that debated independence, in the fighting of the American Revolution, and in the conception and implementation of a new government. Virginia also provided four of the new nation's first five presidents. Leaders advocated equality for all as a way to distinguish themselves from the monarchy of England - but the majority never considered extending the same rights to women and African Americans.

The decades following the presidency of Virginian James Monroe (1817–1825) saw populations shift, the economy expand, and attitudes about slavery harden. More and more families migrated from the soil-depleted Tidewater and Piedmont, while new and diverse peoples in the Shenandoah Valley prospered. The beginnings of the Industrial Revolution encouraged the growth of industry, urban centers, and “internal improvements” (transportation by road, rail, and canal). Those “improvements” —funded by taxes—became a subject of political debate. Slavery was as vehemently attacked by abolitionists as it was defended by proponents.

Virginians were instrumental in creating the Union in 1776 – but they were also pivotal in breaking it apart eighty-five years later. Most Virginians rejected secession until the Confederate attack on Fort Sumter, after which the Commonwealth officially joined the Confederate States of America. The far northwestern counties refused to secede and instead formed West Virginia. Virginia became the bloodiest battleground of the war. At its conclusion, slavery was ended, and black men could vote; however, the daily lives and standard of living for African Americans changed little.

After the Civil War, Virginia remained largely rural, but Virginians embraced economic development and the new technologies that were revolutionizing everyday life. At the same time, however, they resisted political and social change—especially racial and gender equality. Living standards improved and income rose, but the political system became less democratic, and society was rigidly segregated by race. “The New South” brought economic renewal but little social reform. The Virginia legislature rejected women’s right to vote in 1919, and it passed a regressive Racial Integrity Act in 1924.

A century of foreign wars expanded the presence of both the federal government in Northern Virginia and the military in the Hampton Roads area. Growth in those regions helped transform the state from a rural to a primarily urban one, from a poor to a relatively affluent one, and from a state with few non-natives to one with many. Since 1960, the population has doubled. The largest employer now is the government, next is agriculture, which adds billions of dollars to the state’s economy.

Only painstakingly, however, have minorities gained equality. Inequality remains. The average income of black families is still well below that of white families. College-educated black professionals earn less than their white counterparts. The civil rights movement did not achieve complete equality, but greater equality – and laid the groundwork for further civil rights and protections, such as that of same sex marriage. For centuries, Virginia has been at the center of The United States’ greatest triumphs, and its most glaring faults - for that reason, a study of the Story of Virginia is a study of American history.

LIST OF SOURCES

Indian Badge, Creator Unknown, mid-late 17th C

Estate Inventory, Robert Carter, 1733

Letter, George Washington, May 29, 1754

Map, Creator Unknown, 1825

“Horrid Massacre” Broadside, Creator Unknown, 1831

Letter, Spraggins, Nov. 20, 1853

Citizenship Certificate, John Finegan, 1859

Illustration, “Siege of Petersburg,” E.F. Mullin, 1865

Ruins in Richmond, A.J. Russell, April 1865

Broadside, Rural Telephone Users, 1904

Broadside, Equal Suffrage League of Virginia, 1916

Print, “A Colored Man is No Slacker,” E.G. Renesch, 1917-1918

Political Cartoon, “Fighting the Big Bad Wolf,” Aug. 27, 1942

Civil Defense Check List, The Wallace Ceilings and Sound Conditioning Company, mid-late 20th C

Synopsis of Recent Events, Southern Regional Council, June 25, 1963

**All letters are transcribed as written. Spelling, grammar, and punctuation errors have been retained.*

OVERALL DISCUSSION AND GUIDING QUESTIONS

OBSERVE

1. What do you notice first?
2. Find something small but interesting.
3. What do you notice that you didn't expect? What do you notice that you can't explain?
What do you notice now that you didn't earlier?

REFLECT

1. Where do you think this came from?
2. Why do you think somebody made this? What do you think was happening when this was made?
3. Who do you think was the audience for this item?
4. What tool was used to create this?
5. Why do you think this item is important?
6. If someone made this today, what would be different?
7. What can you learn from examining this?

QUESTION

1. What do you wonder about...who? what? when? Where? Why? How?

CONTEXT AND DISCUSSION QUESTIONS FOR EACH SOURCE

Indian Badge, Creator Unknown, mid-late 17th C

VMHC Object Number: 1834.1

In March 1661/62, (dual date notes change from Julian to Gregorian calendar) the Virginia General Assembly passed an act authorizing “that badges, silver plates, and copper plates with the name of the Indian towne graved upon them, to be given to all the adjacent Indian Kings within our protection.” Virginia Indians could not enter English settlements without the badges, which served as passports for entry and exit. Additionally, the tribe names engraved on the badges gave English colonists the ability to assign blame for any actual or perceived threat by the visiting Virginia Indians.

1. What does the existence of passports imply about the mobility of Virginia Indians by the 1660s?
2. What other times in history were a group of people forced to wear or carry special identification? For what purpose?
3. What do the badges look like? What do the words on the badges mean?
4. How does the visual attractiveness of the object mask its intended purpose?
5. Why do you think the badges were carved with the word “King” instead of “Chief?” How does that show the cultural dynamic between the two groups?

Estate Inventory, Robert Carter, 1733

VMHC Call Number: Mss1 C2468 a 20 029

Agriculture, and specifically tobacco, drove Virginia’s economy. Its cultivation required large tracts of land – which led to the displacement of Native peoples – and a large labor force – which fueled the rise of slavery. Robert “King” Carter was the wealthiest man in colonial Virginia and part of a powerful dynasty of planters and public officials. This inventory of Carter’s extensive assets at the time of his 1732 death lists more than 40 plantations and 713 enslaved people.

1. Which plantation is this inventory for?
2. What is some of the listed property in this inventory?
3. What information does the inventory give us about the various pieces of property?
4. What does this tell us about Virginia in the 1730s?
5. Why would an inventory like this be important back then? Why is it important to us today?



Tobacco Label (VMHC 2002.533.3.A-B)

Letter, George Washington to Joshua Fry, May 29, 1754

VMHC Call Number: Mss3 V8194 D6194 a 9

In 1748, wealthy Virginians formed the Ohio Company with the aim of solidifying Virginia's claim to the "Ohio Country" and to profit from the speculation of western lands. By the 1750s, British colonists were expanding westward into lands contested by the French as well as Shawnee, Seneca, and other Native American tribes. In December of 1753 Virginia's Royal Governor, Robert Dinwiddie, sent a young George Washington to ask the French to leave the Ohio Country, a request they politely declined. The following year in March Governor Dinwiddie again sent George, with a new commission as a lieutenant colonel in the Virginia militia, to dislodge the French with an authorization to use force if necessary. The few primary source accounts of the battle all describe the event as a short skirmish in which the French Officer Jumonville was killed with most of the rest of his party either killed or captured, but that is where the agreement ends. Which side fired first and the exact sequence of events are still a matter of historical debate.



Celeron Plate (VMHC 1849.1)

1. What is Washington's tone in this letter?
2. What can be interpreted from his handwriting?
3. Are there any language or abbreviations that are confusing?
4. What happened in the aftermath? Did Col. Fry send reinforcements? Was there another battle? Who won the war?

Map, Creator Unknown, 1825

VMHC Call Number: Map E171 1825:2

Jefferson did achieve a major accomplishment, the Louisiana Purchase, when Napoleon's plans for a new world empire collapsed. When Spain gave control of New Orleans and the Mississippi Valley to France, it threatened both American security and trade. Although the Constitution gave the president no authority to purchase territory, Thomas Jefferson authorized the purchase of all the land west of the Mississippi River from the French—doubling the size of United States territory. Some felt this was unconstitutional, but ultimately the expansion of the United States and new economic opportunities outweighed the potential abuse of power by Jefferson in the eyes of the public. This map documents various phases of United States expansion since 1803.



Thomas Jefferson (VMHC 1978.22)

1. Why might France care about having a map of the United States' expansion?
2. Which of the states have the same capitals today as they did in 1825?
3. What do the different colored areas (yellow, green, pink) represent?

“Horrid Massacre” Broadside, Creator Unknown, 1831

VMHC Call Number: Broadside 1831:2

The management of an enslaved workforce was a frequent topic of debate among slaveowners. While slaveowners asserted that their workforce was loyal, they also lived in constant fear of a revolt. Over time an elaborate system of controls was developed that included the legal system, religion, incentives, physical punishment, and intimidation to keep enslaved people working. None of this, however, was completely successful. In Southampton County, Nat Turner led about sixty fellow slaves in a two-day uprising that left sixty whites dead. The white community reacted with equal ferocity – in the days after the revolts, about three dozen black people were murdered without trial, and more were tortured for information. A newspaper editor at the time wrote that the response was “hardly inferior in barbarity to the atrocities of the insurgents.”

1. Why do you think the white population in Virginia feared an uprising from the black community?
2. How are the scenes at the top of the broadside described? What types of emotional language are used to make the reader feel a certain way?
3. This account was published in New England – can you find any examples of language that show a divide between attitudes in the North and South?

Letter, Granville White Spraggins, 20 November 1853

VMHC Call Number: Mss1 Sp 716 b2565

This is a rare surviving letter from a fugitive slave living in Chippewa, Canada—where slavery was abolished in 1834—to his enslaved mother in Halifax, Virginia. Granville White delights in his newfound freedom to change his name, earn wages, and have “no one to Boss or drive me.” He also asks about family members—a poignant reminder of what he had to sacrifice. After the Fugitive Slave Act of 1850 required that enslaved people who escaped to free states be returned to their owners, enslaved people often had to travel even further to achieve freedom.

1. What makes this letter difficult or easy to read?
2. Granville states that he arrived in June – what month is he writing this letter?
3. What are some positive things about his experience in Canada? What are some negative things?
4. Why might he have changed his name, dropping the Spraggins? Who do you think Leon Spraggins is?



Painting, *Slave Hunt* by Thomas Moran (VMHC 2000.16)

Citizenship Certificate, John Finegan, 1859

VMHC Object Number: Mss1 G5658 a1

Congress passed the first Naturalization law in 1790 and limited citizenship opportunity to “free white persons, who have resided within the limits and under the jurisdiction of the United States for the term of two years.” By the 1850s some changes had been made and a potential citizen could go to any court of record after two years residency in the U.S. and file a declaration of intent to become a citizen. Then after three more years the immigrant could seek naturalization papers to complete the process. However, the opportunity of citizenship was still restricted to free white persons. It was not until the Naturalization Act of 1870 that immigrants from Africa could be a part of the naturalization process. The 1870 Act still excluded immigrants considered “undesirable” especially people from Asia due to prejudice against the Chinese in the western states.

1. Where is John Finegan from and why might he have immigrated?
2. Why is he specifically asked to renounce any allegiance to Victoria, Queen of England?
3. As an Irish man, how might John have felt about Queen Victoria to begin with?
4. How does this process compare to becoming an American Citizen today? A follow-up assignment could be to research modern immigration law to see what would be different.

Illustration, “Siege of Petersburg,” E.F. Mullin, 1865

VMHC Object Number: 1996.32.2

On June 15th, 1864, a division of USCTs helped to capture and secure a portion of Confederate artillery strongholds and earthworks within a sustained campaign called the “Siege of Petersburg.” The image shows a group of smiling African American soldiers in the foreground, celebratory white Union soldiers in the background, and fallen soldiers killed in the charge. This depiction is important, showing the abilities of black soldiers to skeptics who had doubted their abilities when the Union began accepting black soldiers into the Army and Navy, and underscoring the active role the black community took in fighting for their own emancipation.



Sword from the Battle of the Crater, Petersburg (VMHC 1924.1.4)

1. How are the Africans Americans in this image portrayed? Why is that important?
2. Why was Petersburg a key location in the Civil War?
3. Why might so many USCTs have been in Virginia?

Ruins in Richmond, A. J. Russell, April 1865

VMHC Object Number: 1994.121.78.A

During the decade following the Civil War, former Confederate states entered a period of “Reconstruction” which was meant to refer to the rebuilding of state governments before reentering the Union. However, physical reconstruction and rebuilding of Virginia was also necessary. More battles were fought here than in any other state. The Virginia landscape was soon scarred by fortifications, decimated forests, ruined homes and farms, and vast graveyards. On April 2nd, fleeing Confederate officials set fire to Richmond’s economic district – warehouses filled with goods like tobacco, cotton, and foodstuffs – to prevent it from falling into the hands of Union troops. The wind caused the fire to spread, ultimately burning around 800 buildings.

1. What do you see in this photo?
2. What words would you use to describe this image? What feelings does it evoke?
3. What signs do you see of the military in this image?
4. What do you think people in this image are thinking?

Broadside, Rural Telephone User, 1905

VMHC Call Number: Broadside 1904:14

In the early twentieth century, the nation’s economy was becoming more industrialized and its population more urbanized. Telephones in Virginia began spreading through cities beginning in the late 1870s but reached increasing prominence near the turn of the century. Companies published tips to instruct rural telephone users. Early telephones were often party, or communal, lines, with multiple users that knew a call was for them by an assigned ringtone. As technology developed, individuals could have private lines, and today, wireless cell phones offer more mobility than ever before.

1. Read through the list of guidelines – are there any that don’t make sense to you?
2. What amount of time do they recommend for business calls? What about social calls? Why do you think they might encourage time limits for calls?
3. What are some problems that you think early telephone users might have had?
4. How do you think the telephone’s ability to increase communication helped Virginia develop over the 20th century?



Western Electric Telephone (VMHC 1997.116)

Broadside, Equal Suffrage League of Virginia, 1916

VMHC Call Number: Broadside 1916:2

There had been earlier efforts to organize a suffrage club in Virginia, but by the turn of the twentieth century those attempts had failed to take root. A second, more successful attempt was made in 1909, with the creation of the Equal Suffrage League of Virginia (ESL). Established by Lila Meade Valentine, the club had grown to almost 16,000 members by 1916. Despite their efforts, the ESL failed to convince state representatives of the importance of female suffrage and would not gain voting rights until passage of the 19th amendment to the Constitution in 1920.

1. In what ways does the broadside reaffirm traditional women's roles while also attempting to expand them?
2. What are some parts of society that benefit from women voting according to the broadside?
3. Why would some women have opposed women's suffrage in the early 20th Century?



Equal Suffrage League of Virginia, 1915
(VMHC 2001.230.1925)

Print, "A Colored Man is No Slacker," E.G. Renesch, 1917-1918

VMHC Object Number: 1997.12

The U.S. military was entirely segregated during World War I with black men often assigned to unskilled labor as opposed to combat. Despite this, black men needed no encouragement to enlist. Seizing an opportunity to earn respect (as in prior wars and military conflict), black volunteers met the quota allowed by the War Department within a week after President Wilson declared war. After returning home, African American veterans who fought to "make the world safe for democracy" would continue the struggle for equal rights at home. Despite their shared service and sacrifices during the war, African Americans continued to be subjected to systemic discrimination in the 20s and 30s.

1. What patriotic symbols are used in this image?
2. What emotions does this image invoke in viewers?
What does the illustrator use to create those emotions?
3. What do you think the phrase, "A Colored Man is No Slacker" means?



WWI Helmet (VMHC 2011.45.2)

Political Cartoon, "Fighting the Big Bad Wolf," Aug. 27th 1942

VMHC Object Number: 1992.120.32

This cartoon shows a woman labeled "Richmond Housewives" signing "The Consumer's Victory Pledge" as Mrs. Housewife. Given her generic name, this is meant to target all domestic Richmond women with a way that they could contribute to a victorious war effort. In the background, a big bad wolf labeled "Inflation" peeks out from behind a door, exclaiming "That's bad for me!" By doing their part to buy carefully, take good care of the things they have, and wasting nothing, women were battling inflation on the home front as their sons and husbands were battling enemies overseas.

1. What do you think this cartoon is about? Why?
2. What message do you think people are supposed to get from this cartoon? How will following the rules in a victory pledge help defeat inflation?
3. This cartoon shows a traditional view of a woman in the domestic sphere, but wartime also opened up other opportunities for women. How else did women support the war effort in WW2?
4. Why do you think political cartoons are popular for conveying big events?

Civil Defense Check List, The Wallace Ceilings and Sound Conditioning Company, mid-late 20th C

VMHC Object Number: 1992.105

Air raid drills. CONELRAD. Bomb shelters. Duck and cover. All of these were familiar terms to Americans in the Cold War culture of the 1950s. The future looked uncertain in the new Atomic Age, and there was growing tension between America and the Soviet Union. People lived with the threat of nuclear war as part of their daily lives. Virginia's military bases and its proximity to Washington made it a primary target. Northern Virginia had a special evacuation plan, but the population density and rural routes would have made a mass evacuation impossible. Brochures and advertisements dedicated to giving people strategies and a sense of control during an uncertain time would have been popular.



Photograph of group in gas masks (VMHC 1995.130.108)

1. War is often an economic engine – how did private companies like this one make money from the culture of uncertainty during the Cold War?
2. What is the minimum amount of time they recommend having supplies for?
3. Is there anything you would add to this list? Is there anything confusing about this list?

Synopsis of Recent Events, Southern Regional Council, June 25th 1963

VMHC Call Number: Mss1 B8122 aFA2

The Southern Regional Council is a civil rights organization that evolved from a former organization called the Commission on Interracial Cooperation in 1944. Its goal was to avoid racial violence and promote racial equality in the Southern United States with a focus on voter registration and political awareness campaigns. During the Civil Rights Movement, the group was bi-racial and included both men and women. Many were lawyers, religious leaders, educators, and members of the media. It often used the politically liberal white people within the membership to appeal to other white members of the community and convince them to help black people achieve civil rights and equality. The SRC still exists today and continues to publish information on the economic, political, and social issues in the South through its journal, *Southern Relations*. This document focuses on events in Virginia, but it is part of a larger report covering all the Southern states.

1. Why might the SRC have produced reports like this? Why might they qualify that it is “neither a press report or a detailed analysis”?
2. What are some of the positive developments noted in this report?
3. What are some of the setbacks or negative developments noted in this report?
4. Why did the Civil Rights Movement need white allies as well as black leaders?



Lunch Counter Sit-In, Arlington, 1960
(Image courtesy of Richmond Times Dispatch)

PRIMARY SOURCE MATERIAL

Story of Virginia: Primary Source Sampler Grades 9 - 12

Primary Source Sampler: Grades 9 – 12

Indian Badge, Creator Unknown, mid-late 17th C

VMHC Object Number: 1834.1



TRANSCRIPT | Estate Inventory, Robert Carter, 1733

Changilins Qr [quarter] [?] Carter Overseer

Negroes

Daniel [?man]

Nell....abt 6 yr old

Robin....abt 4 yr old

Ben....abt 2 yr old

Peter a Man

Stephan D

Tom a Man

Amey his wife

Billy....abt 4 yr old

Judy....abt 2 yr old

Isaac a Man

Sue a Wom [woman]

Gabriel...abt 13yr old

Betty....abt 12 yr old

Dinah...abt 9 yr old

Manuel....abt 7 yr old

Alice...abt 4 yr old

Sawyor Jacob

Margett his wife

Dick a Carpenter

Abram....abt 6 yr old his son

Old Manuel a Cooper past labour

[?] his wife

Archibald abt 8 yr old

Old Larry

Old [?] past labour

26 in all

Sheep 52

1 old horse

Cattle

1 Bull....7 yr old

2 D....3 yr old

1 farming steer 7 yr old

Primary Source Sampler: Grades 9 – 12

Letter, George Washington to Joshua Fry, May 29th 1754

VMHC Call Number: Mss3 V8194 D6194 a 9

Sir

From our Camp at J. G. Mt. 29th of May
1754

This by an immediate express, I send to inform you that yesterday I engaged a party of French whereof 11 were killed and 20 taken with the loss of only 1 of mine killed and 2 or 3 wounded among which was Lieut. Waggener: by some of this Paris we can discover that large detach^{ts} are expected every day, which we may reasonably suppose are to attack us especially since we have begun

This is therefore to acquaint you with the necessity there is for a Reinforcement ~~essentially~~ which I hope you will detach immediately, as you can be in no manner of danger in your March, for the French must pass our Camp which I flatter myself is not practicable with my having intelligence thereof especially as there will be Indians always scouting if there does not come a sufficient Reinforcement we must either quit our J. G. Mt. to you or fight very unequal Numbers which I will do before I will give up one Inch of what we have gained - the great haste I am in to dispatch the bearer prevents me from being particular at this time - I shall conclude Sir with assuring you how sincerely concerned I am for your indisposition which I hope you'll soon recover from and be able to join us with the Artillery that we may attack the French this Fort
I am Sir Yr. most Obedt. Servt.
G. Washington

To Joshua Fry

Sir

From our Camp at the Gt Meadws [Pa.] 29 of Ma<y>

1754

This by an imediate express, I send to infm you that Yesterday I engagd a party of French whereof 11 were kill'd and 20 taken with the loss of only 1 of mine killd and 2 or 3 wounded among which was Lieutt Waggener: by some of their Paper's we can discover that large detachts are expected every day, which we may reasonable suppose are to attack us especially since we have began.

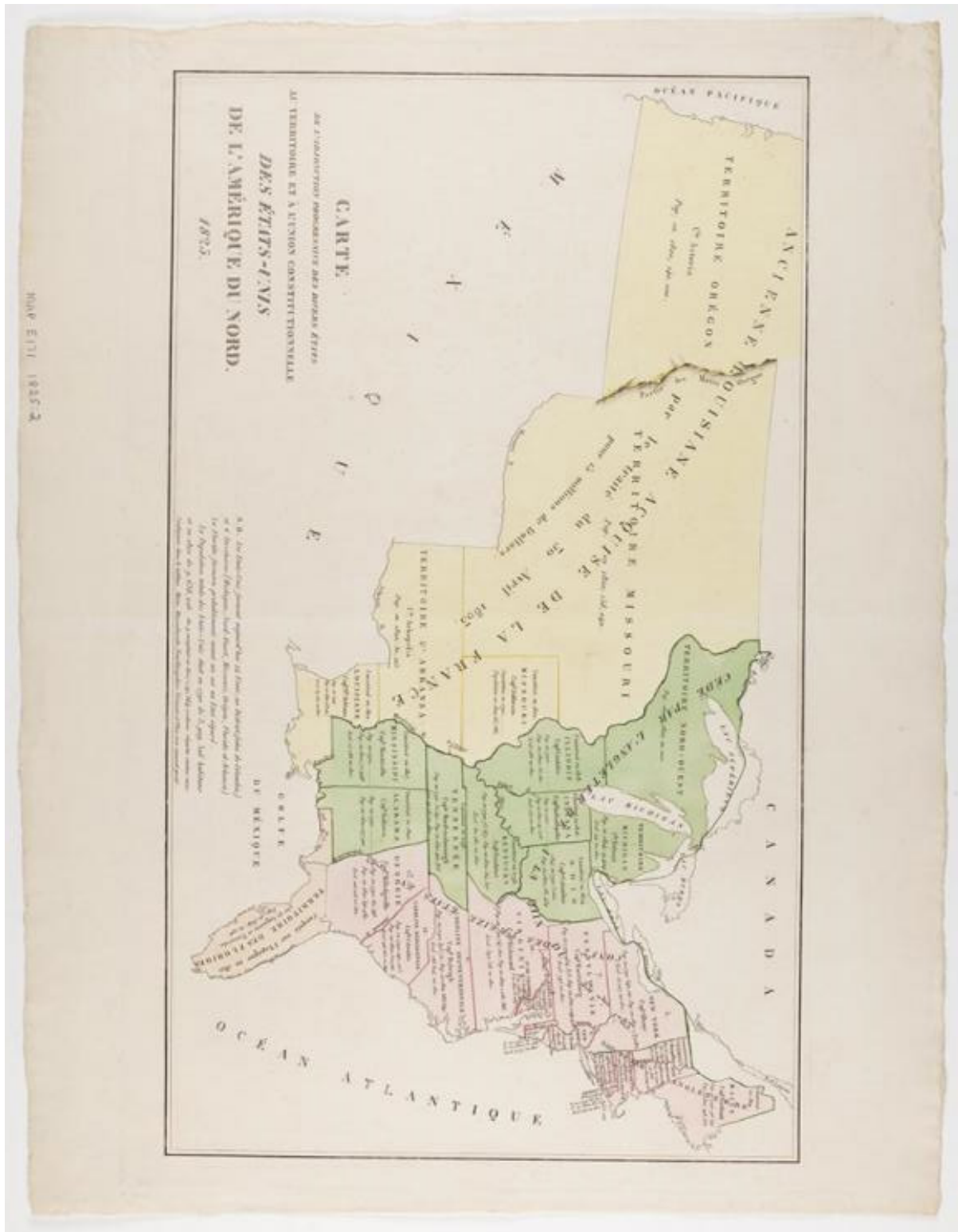
This is therefore to acquaint you with the necessity there is for a Reinforcet which I hope you will detach imediately as you can be in no manner of danger in your March, for the French must pass our Camp which I flatter myself is not practicable witht my having intelligence thereof especially as there will be Indian's always scouting[.] If there does not come a sufficient Reinforcement we must either quit our gd & retn to you or fight very unequal Number's which I will do before I will give up one Inch of what we have gaind—The great haste I am in to dispatch the bearer prevents me from being particular at this time—I shall conclude Sir with assuring you how sincerely concern'd I am for your indisposition which I hope you'll soon recover from and be able to join us with the Artillery that we may attack the French [in] their Forts I am Sir Yr most Hble Servt

Go: Washington

Primary Source Sampler: Grades 9 – 12

Map, Creator Unknown, 1825

VMHC Call Number: Map E171 1825:2



HORRID MASSACRE IN VIRGINIA.



The Scenes which the above Plate is designed to represent, are--Figure 1. a Mother intreating for the lives of her children.---2. Mr. Travis, cruelly murdered by his own Slaves.---3. Mr. Barrow, who bravely defended himself until his wife escaped.----4. A company of mounted Dragoons in pursuit of the Blacks.

Just Published, an Authentic and Interesting

NARRATIVE

OF THE

TRAGICAL SCENE

Which was witnessed in Southampton county (Virginia) on Monday the 22d of August last, when FIFTY FIVE of its inhabitants (mostly women and children) were inhumanly massacred by the Blacks!

Short and imperfect sketches of the horrid massacre above mentioned have appeared in the public Journals, but the public are now presented with every particular relative thereto, communicated by those who were eye witnesses of the bloody scene, and confirmed by the confessions of several of the Blacks while under sentence of death.

A more shocking instance of human butchery has seldom occurred in any country, and never before in this—the merciless wretches carried destruction to every white person they found in the houses, whether the hoary head, the lovely virgin, or the sleeping infant in the cradle! they spared none!—a widow (Mrs. Whitehead) and her 10 children were murdered in one house! among the slain on that fatal night, was an amiable young lady but 17 years of age, who the day following was to have been united in marriage to a young gentleman of North-Carolina, who had left home the evening preceding with the expectation of conveying there the succeeding day the object of his affections! but, alas! how sad was his disappointment! he was the third person who entered the house after the horrid massacre, to witness the mangled remains of her whom he was so shortly to espouse! The Blacks after having completed their work of death, attempted to evade the pursuit of those who had collected to oppose them, by secreting themselves in a neighboring swamp, to the borders of which they were pursued by a company of mounted dragoons. Of the fifty five slain nearly two thirds of the number were children, not exceeding twelve years of age! and it was truly a melancholly scene (as was observed to the writer by one who witnessed it) to behold on the day of their interment so great a number of coffins collected, surrounded by the weeping relatives!

While the friends of humanity however or wherever situated, cannot but sincerely and deeply lament the awful destruction of so many innocent lives, yet, the humane and philanthropic citizens of New-England, and of the middle States, cannot feel too thankful for the repose and peace of conscience which they enjoy, by wisely and humanely abolishing laws dooming a free born fellow being (without fault or crime) to perpetual bondage!—an example truly worthy of imitation by our brethren at the South.

The Narrative (which contains every important particular relating to the horrid massacre) is afforded for the trifling sum of 12 1-2 Cents. This paper left for perusal, and to be returned when called for.

Primary Source Sampler: Grades 9 – 12

Letter, Granville White, 20 November 1853

VMHC Call Number Mss1 SP 716 b

Dear Mother
 I received your kind letter of the 11th and was
 glad to hear from you and to hear that you
 were all well. I am in good health and
 hope to hear from you again soon. I
 am well and hope you are the same.
 I got good wages and I get to very well
 I hope you to write soon as I am anxious
 to hear from you and to see where
 you are and how you are getting on.
 I and my brother and sisters are
 living with you or where they are and if
 my grandam, she is still well and where
 she is and how my uncles all are and
 if they are all well and if my Aunt
 Maria and all my cousins are well
 and where they are and my Aunt Martha
 and family if they are well with kind
 wishes to all my friends.
 I have changed my name
 since I got to a country
 that I got by reading
 that I get help for
 all the work I do
 turn me
 I remain Dear Mother
 your aff. son
 Granville White
 Saragony

812.64
 71.00
 5.61
 260.50

 1739.75

to
 3000.00
 1260.55

 1739.45

Chippewa, November
20th, 1853

Dear Mother

I am in Canada now having
arrived in the beginning of June last and
I would have wrote sooner but was hard
pressed for time. I am in good employment and
like the place well and I will be
happy to hear from you as soon as
possible. I am well and in good health
hoping this will find you the same.
I get good wages and get on very well.
I wish you to write soon as I am ansxious
to hear from you and tell me where
you are and how you are getting on
and if my brother and sisters are
living with you or where they are and if
my grandmother is still living and where
she is and how my uncles all are and
if they are all well and if my Aunt
Maria and all my cousins are well
and where they are and my Aunt Martha
and family if they are well with kind wishes to all my friends.

I remain Dear Mother your aff [affectionate] son

Granville White Spraggins

I have changed my name
since I got to a country that
is free in reality that I get pay for
all the work I do

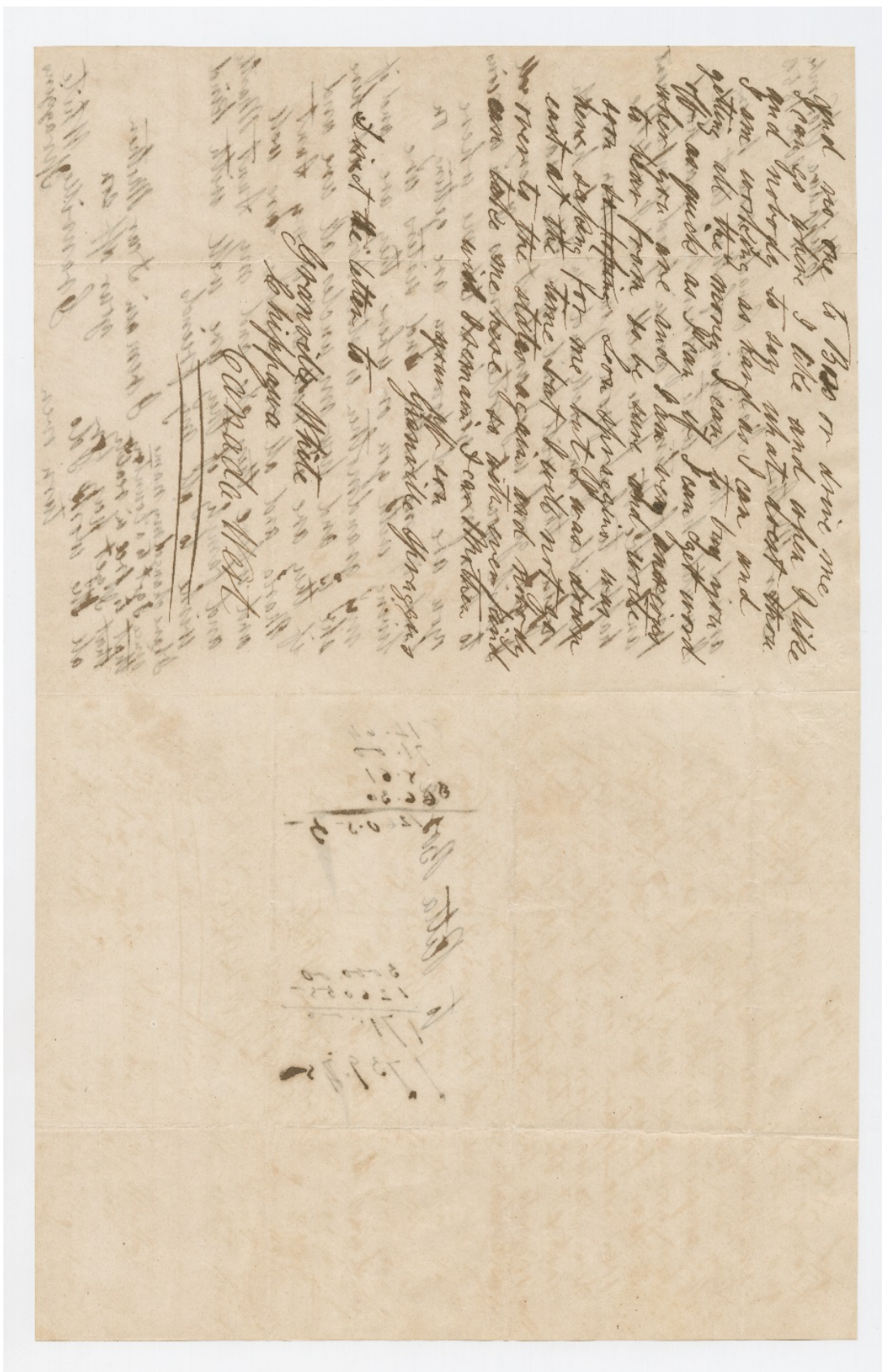
turn over

[more on reverse]

Primary Source Sampler: Grades 9 – 12

Letter, Granville White, 20 November 1853

VMHC Call Number Mss1 SP 716 b



and no one to Boss or drive me.
I can go where I like and when I like
and nobody to say what doest thou.
I am working as hard as I can and
getting all the money I can to buy you
off as quick as I can if I can get word
wher you are and I am very anscious
to hear from so be sure and write
soon. Leon Spraggins was
here seeking for me but I was down
east at the time but I will not
go over to the States again and nobody
can take me here. So with ever kind
wish I remain dear Mother
your aff [affectionate] son
Granville Spraggins

Send the letter to
Granville White
Chippawa
Canada West

Primary Source Sampler: Grades 9 – 12

Citizenship Certificate, John Finegan, 1859

VMHC Call Number: Mss1 G5658 a1

UNITED STATES OF AMERICA.



STATE OF VIRGINIA, } to wit:
City of Richmond,

At a Circuit Court of the City of Richmond, held for the trial of civil causes, at the State Court House, in said City, on the 20th day of May, 1859,

John Finegan, an alien, a native of *Ireland*,

_____ this day applied to the Court to be admitted a citizen of the United States of America: Whereupon the said *John Finegan* exhibited to the Court a copy from the records of the *District Court of the United States for the Eastern District of Virginia*, _____ shewing that more than two years ago he declared on oath in the *Clerk's Office of said* _____ Court that it was *bona fide* his intention to become a citizen of the said United States, and to renounce forever all allegiance and fidelity to any foreign Prince, Potentate, State or Sovereignty whatever, and particularly to *Victoria, Queen of England* _____

And it appearing to the satisfaction of the Court, by the oath of a witness, that the said *John Finegan* _____ has resided within the said United States for the continued term of five years last past at least, and within the State of Virginia for one year last past at least, and that during that time he has behaved as a man of good moral character, attached to the principles of the Constitution of the said United States, and well disposed to the good order and happiness of the same; he the said *John Finegan* _____ declared on oath, in open Court, that he will support the Constitution of the said United States, and that he doth absolutely and entirely renounce and abjure all allegiance and fidelity to every foreign Prince, Potentate, State or Sovereignty whatever, and particularly to *Victoria, Queen of the United Kingdom of Great Britain and Ireland*, _____ of whom he was a subject. And thereupon the said *John Finegan* _____ is admitted a citizen of the said United States of America.

STATE OF VIRGINIA, } to wit:
City of Richmond,

I, *James Ellett*, _____ Clerk

of the Circuit Court of the City of Richmond, in the State of Virginia, hereby certify that the foregoing is a true transcript from the records of said Court.

Given under my hand this 21st day of May 1859.
I hereby certify that the foregoing is a true copy of the original record seen by me. *James Ellett*
Deputy Clerk, Circuit Court of Richmond, Div. I

Mss 1G 5658 a1

Primary Source Sampler: Grades 9 – 12

Illustration, "Seige of Petersburg," E.F. Mullin, 1865

VMHC Object Number: 1996.32.2



SIEGE OF PETERSBURG.—THE COLORED INFANTRY BRINGING IN CAPTURED GUNS AMID CHEERS OF THE OHIO TROOPS.
FROM A SKETCH BY OUR SPECIAL ARTIST, E. F. MULLEN.

When the colored troops found themselves within the works of the enemy no words could paint their delight. Numbers of them kissed the guns they had captured with extravagant satisfaction, and a feverish anxiety was manifested to get ahead and charge some more of the Confederate works. A number of the colored troops were wounded and a few killed in the first charge. A large crowd congregated, with looks of unutterable admiration, about Sergeant Richardson and Corporal Wobey, of the Twenty-second United States colored regiment, who had carried the colors of their regiment and been the first men in the works. Our artist gives a sketch of this gallant action.

Primary Source Sampler: Grades 9 – 12

Ruins in Richmond, A.J. Russell, April 1865

VMHC Object Number: 1994.121.78.A



Primary Source Sampler: Grades 9 – 12

Broadside, Rural Telephone User, 1905

VMHC Call Number: Broadside 1904:14

✓ May 1904

Things For Rural Telephone Users to Remember

Don't drag your rings. Give quick, strong ones
Subscribers have free use of phones anywhere on line

You know your ring. Answer it. Let other rings alone

Put your mouth about half an inch from mouth-piece when talking

A wait of ten seconds at a phone seems like ten minutes. Be patient

Pay messages and conversations must be sent through pay stations

Put receiver on hook as soon as you finish talking.
This saves the batteries

Always hang receiver on hook with ear down.
This keeps dust out of ear

Talk through the phone in a clear, natural tone.
Don't "explode" your words

When called give one "tink" of bell before lifting receiver. This means "All right, I'm here!"

Three minutes is a goodly time to talk business.
Five minutes should satisfy those socially inclined

Long distance has right of way over local conversation. This is for your good as well as for the good of others

The Company reserves right to withdraw service from any subscriber allowing his phone to be used by non-subscribers

When you ring up a party, don't lift your receiver until he answers your ring with a short "tink."
Then lift receiver and talk. This saves time and batteries

When through talking always give one "tink" of bell to let central know that you are through.
Otherwise central thinks you are using phone and will keep others off the line

If thunder-storm is approaching, cut off phone with switch. Don't wait until storm is at hand.
After storm has passed restore the connection.

Twelve Reasons Why Mothers Should Have The Vote

Better Babies—Better Homes—Better Schools.

1. BECAUSE the mother's business is home-making and child-rearing, and the child and the home are the greatest asset of the nation.
2. BECAUSE the welfare of the child is affected by the laws of the State as well as the rules of the home.
3. BECAUSE there are just as many home interests in the government as there are business interests and the mother is primarily the custodian of these home interests.
4. BECAUSE the lowest death rate of babies in the world is in New Zealand, the country where mothers have had the vote the longest. In that country, the government sends out nurses to every town, village and country district, to instruct and aid mothers in the care of their babies. Young girls are taught baby hygiene and feeding.
5. BECAUSE the banner baby state, California, an equal suffrage state, has the highest birth rate and a very low death rate. (The lowest death rate of babies in the United States is in the city of Seattle, Washington State, where women vote.
6. BECAUSE children have better school facilities where mothers vote. Washington, an equal suffrage state, is the banner state in education. State-wide compulsory education and child labor laws put every child under fourteen years of age in school, where women vote.
7. BECAUSE girls have equal educational opportunities with boys from Kindergarten to State University, where women vote.
8. BECAUSE the moral conditions of our country are regulated by law. Should not mothers have a say about the dangers and temptations which surround their boys and girls?
9. BECAUSE girls of tender age are better protected by law where mothers vote. The age of consent is highest in the suffrage states.
10. BECAUSE mothers are equal guardians with fathers of their children in the states which have had suffrage the longest.
11. BECAUSE widowed mothers are protected by mother's pensions in the states where women vote.
12. BECAUSE it is just, it is expedient, and has proven a good governmental policy for mothers to have a voice in the laws which control themselves and their children.

EQUAL SUFFRAGE LEAGUE OF VIRGINIA,
100 North 4th Street, Richmond, Virginia.



[ca. 1916]

Primary Source Sampler: Grades 9 – 12

Print, "A Colored Man is No Slacker," E.G. Renesch, 1917-1918

VMHC Object Number: 1997:12



Primary Source Sampler: Grades 9 – 12

Political Cartoon, "Fighting the Big Bad Wolf," Aug, 27th 1942

VMHC Object Number: 1992.120.32



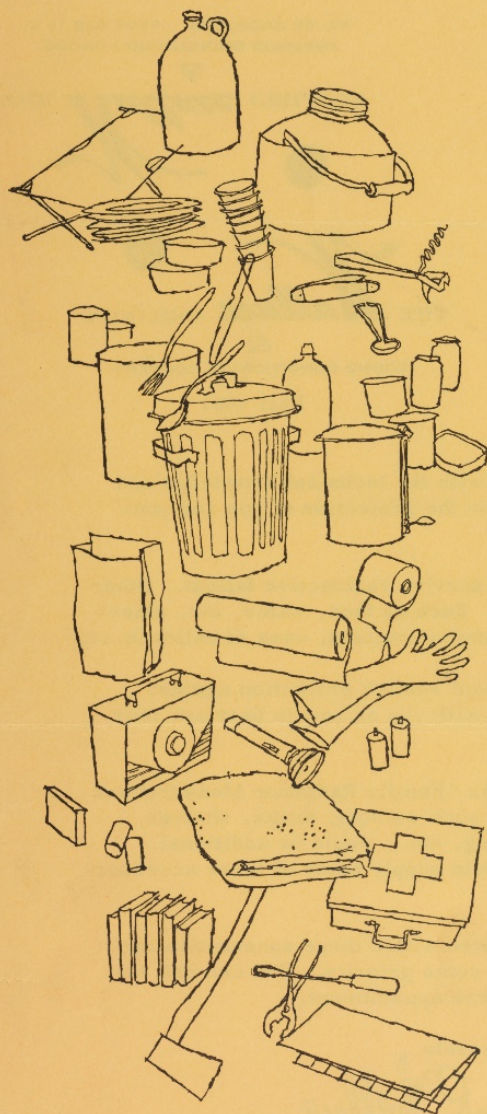
Primary Source Sampler: Grades 9 – 12

Civil Defense Check List, The Wallace Ceilings and Sound Conditioning Company, mid-late 20th C
VMHC Call Number: Broadside1992.105

CIVIL DEFENSE FALLOUT SHELTER CHECK LIST

COMPLIMENTS OF
THE WALLACE CEILINGS & SOUND CONDITIONING CO.
AT 2-5580

SHELTER CHECKLIST



Food and cooking equipment:

- Water (2-week supply, a minimum of 7 gal. per person)
- Food (2-week supply)
- Eating utensils
- Paper plates, cups, and napkins (2-week supply)
- Openers for cans and bottles
- Pocket knife
- Special foods for babies and the sick

Supplies and equipment for sanitation:

- Can for garbage (20-gal.)
- Covered pail for toilet purposes
- Can for human wastes (10-gal.)
- Toilet tissue, paper towels, sanitary napkins, disposable diapers, ordinary and waterless soap
- Grocery bags, newspapers for soil bags
- Household chlorine (2 pt.) and DDT (1 qt. of 5% solution)
- Waterproof gloves

Shelter equipment:

- Battery radio with CONELRAD frequencies (640 or 1240) marked, and spare batteries for 2-week operation
- Home-use radiation instruments
- Flashlights, electric lantern, and spare batteries for 2 weeks
- Clothing
- Bedding (rubber sheeting and special equipment for the sick)
- A first-aid kit and supplies listed in OCDM Leaflet L-2-12, *First Aid: Emergency Kit; Emergency Action*
- Writing material
- Reading material
- Screwdriver, pliers, and other household tools
- Games and amusements for children

Items outside the shelter but within reach:

- Cooking equipment (canned heat, or camp stove) and matches
- Home fire-fighting equipment
- Rescue tools

MAIL TO: WALLACE P. O. BOX 4526 RICHMOND 29, VA.	Since there is no obligation, please call on me to talk over plans and ideas. NAME..... ADDRESS..... PHONE.....
FALLOUT SHELTERS	

Primary Source Sampler: Grades 9 – 12

Synopsis of Recent Developments, Southern Regional Council, June 25th 1963

VMHC Call Number: Mss1 B8122 aFA2

Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia
June 25, 1963

THE CIVIL RIGHTS CRISIS: A SYNOPSIS OF RECENT DEVELOPMENTS

(This is a synopsis of racial protest and reaction in the South from April 1963 through June 24, 1963, prepared by the Research Department of the Southern Regional Council. It is neither a press release nor a detailed analysis of recent events. It is meant to serve only as background information. Additional data or corrections are invited.)

VIRGINIA:

- Alexandria -- May-June--City Council banned discrimination in all municipal public facilities May 27, and instituted a merit hiring and promotion program for all city employees regardless of race. Movie theatres and some bowling alleys quietly desegregated June 14.
- Arlington -- April-June--County Board established in Arlington County Human Relations Council in April. Arlington City Council eliminated all mention of race on job questionnaires June 3.
- Charlottesville--May 25-30--Sit-ins began at La Patee restaurant May 25, but the main target became Buddy's restaurant near the University of Virginia, with groups of about 50 Negroes and whites demonstrating through May 30, when a local Negro leader was beaten up by two white men and hospitalized. The "stand-ins" were temporarily called off as a result of this incident. City's first Negro policeman was appointed in the midst of the demonstrations in which 5 persons were arrested. Efforts are being made to form a bi-racial committee, but have been unsuccessful this far.
- Danville -- May 31-June 22--Fifty-sixty Negro youths started demonstrations to force hiring of a Negro policeman. Demonstrations continued through June 10, when 50 Negroes were arrested and a rally broken up by police using firehoses; about 45 persons were injured. City passed ordinance June 14 limiting number allowed to participate in demonstrations to 6; the following day 35 more Negroes were arrested. Ten leaders in the demonstrations, including 3 whites, were indicted by a special grand jury June 21 on a criminal charge of inciting to riot. Police seized three other leaders who had taken sanctuary in a local church June 22. Thus far, about 150 persons have been arrested. June 19, 29 demonstrators broke three-day truce by marching downtown; all were arrested. Mayor Stinson announced 10 Negroes had been assigned to white schools. Motel operators met to discuss desegregation.