



COLLECTIONS IN THE CLASSROOM

TEACHERS GUIDE & RESOURCES

Story of Virginia Sampler: 4th – 7th Grade Sources

PRIMARY SOURCE MATERIAL
AND DISCUSSION QUESTIONS



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IMAGE CREDITS

All objects are from the Virginia Museum of History & Culture collections, except the following: Dutch Tile (on loan from the Department of Historic Resources); Iron Breastplate (on loan from the Department of Historic Resources); photo of Harry F. Byrd, Sr. (courtesy of Houchins Photo).

Primary Source Sampler: 4th – 7th Grade Sources

READING AND ANALYZING

Background: Primary Source Material

This primary source packet is designed to help familiarize 4th – 7th grade students, covering Virginia Studies, US I and US II, 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 artifacts, paintings, maps, broadsides, letters, and photographs. 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 males could vote, but the daily lives and standard of living of 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

Stone Projectile Point, Creator and Date Unknown

Map of Virginia, John Smith, 1612

“Inconveniences” Broadside, Felix Kyngston, 1622

Dutch Tile, Creator Unknown, 1620-1635

Painting, Mann and Elizabeth Page, John Wollaston, late 1700s

Engraving, James Armistead Lafayette, John B. Martin, 1824

“Glorious News” Broadside, Edward Powars, 1781

Conestoga Wagon, John Kiger, c. 1830

Letter, John Ingles, 1846

1860 Census Map, Hergesheimer and Graham, 1861

Scrapbook, Levin Joynes, 1863

Lithograph, “The 15th Amendment,” James C Beard, 1870

Photo, Equal Suffrage League of Virginia, Foster/Walter Washington, 1918

Memoir, Thelma Bender Stern Neubauer, 1991

Political Cartoon, Fred O. Seibel, Jan 27, 1959

**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

Stone Projectile Point, Creator and Date Unknown

VMHC Object Number: 1948.1.40

Sometimes we forget that primary sources can be objects as well as written documents or photographs. Artifacts like this one, discovered through archaeology, can be especially important when studying groups of people that did not create or leave behind written records. This artifact is a stone arrowhead, likely made somewhere between 500-2,000 years ago, and used with a bow and arrow for hunting or warfare. We do know that earlier groups of people who lived in this area used different types of stone points, which helps us have a general idea of when this arrowhead might have been made. Though the object can't tell us exactly who made it, it can tell us the type of technology, materials, and hunting methods available to the native peoples of this area, pre-colonization and European contact.

1. Why might they make this out of stone?
2. Why might the arrowhead be shaped like this? Why might it not be as sharp as other arrowheads you have seen?
3. What are other types of tools or technology might Virginia Indians have been able to make from the resources around them? How do you think their tools changed when the English came to Virginia?

Map of Virginia, John Smith, 1612

VMHC Call Number: Map F221 1624:12

After landing at Jamestown in 1607, John Smith quickly continued to explore the Chesapeake Bay and up interior waterways into Virginia. By mapping the waterways, natural resources, and existing Virginia Indian tribes, he could compile helpful information for the Virginia Company of London as they looked to expand their colonization efforts. After Smith returned to London in 1609, he worked to create this map, which was first published in 1612. The map is remarkably accurate and continued to be used as a definitive map of Virginia for the next 60 years.

1. Do you see any familiar words that you didn't realize were from Virginia Indians?
2. What symbols and illustrations did Smith choose to include? Why do you think he chose to include them?
3. Why was it important to John Smith and other explorers to map these unfamiliar lands?
4. How would Smith have created such an accurate map without modern tools?
5. What information do you think the Virginia Company of London thought was important?



Engraving of Captain John Smith
(VMHC Rare F229 S7 1624 OS)

"Inconveniencies" Broadside, Felix Kyngston, 1622

VMHC Call Number: Broadside 1622:1

The first twenty years of the English colony of Virginia were difficult; only about 20 percent of the earliest settlers survived. It was not only the problems of starvation and military conflict with the Powhatans that led to such a high mortality rate, but also a lack of preparation by those who chose to travel across the Atlantic. Recognizing this as a threat to their hopes of a successful business venture, The Virginia Company published this broadside, or poster, to educate settlers about what to bring to Virginia.

1. What is the general purpose of this document?
2. What are some categories included on this list? Why do you think they were chosen as important items to bring to the new colony? What do YOU think would have been most important for the English to bring to Virginia?
3. Are there any words or items you don't understand?
4. What do you think would have been most important for the English to bring to Virginia?



Iron Breastplate (Virginia Department of Historic Resources)

Dutch Tile, Creator Unknown, 1620-1635

On Loan from Virginia Department of Historic Resources (DHR)

This tile is in a Dutch style, made from earthenware, decorated with a brightly painted camel, and glazed in a protective tin enamel. While we do not know who or where this was made, its location in Virginia, its depiction of an African animal, and its Dutch technique show undeniable proof of the early interaction of North America, Europe, and Africa. Though white indentured servitude would have been Virginia's primary labor force in the early 1600s, the Transatlantic Slave Trade was well established, and this small tile is a visual representation of the cultural merging that happened through the exchange of raw resources, manufactured goods, and enslaved Africans.

1. Consider a few different ideas for who might have made this tile, and how it ended up in Virginia – how does each idea show a different way that people and goods moved around the world during the colonial period?
2. Consider the difference between colonists who came to Virginia in search of a better life - whether that be religious freedoms or economic prosperity – and the treatment of enslaved Africans who were forcibly brought to Virginia during the Transatlantic Slave Trade – how do you think the way someone comes to a place changes their viewpoint of that place?

Painting, Mann and Elizabeth Page, John Wollaston, late 1700s

VMHC Object Number: 1973.16

This portrait shows two children, Elizabeth Page and her brother Mann Page. During the 1700s colonial era, much of Virginia's society was structured around the planter class – elite, politically connected family dynasties who had often achieved their wealth through tobacco plantations staffed by enslaved Africans. One way these elite families sought to entrench their status was through the commission of portraits. Multiple generations of portraits held within a family served to provide historical legitimacy of their status and were displayed conspicuously on the walls of their plantations. Portraits of heirs served to project family status into the future. Portraiture was also a means to provide the children of dynasties with instruction on family accomplishments as well as expectations for the dress and behavior expected from genteel adults.

1. Describe what these children are wearing – do they look rich or poor? Why?
2. What type of bird is the boy holding? What connections does it have to Virginia?
3. Enslaved workers did many of the jobs that made these families rich – why do you think they aren't in the picture?
4. Why do you think museums often have more objects and stories from wealthy white people than poor or enslaved people?

Engraving, James Armistead Lafayette, John B. Martin, 1824

VMHC Object Number: 1993.215

During the Revolutionary War, enslaved Virginians often chose sides based on their own prospects for liberty. In 1781, James obtained permission from his owner—William Armistead of New Kent County—to serve the patriot cause. He worked as a spy for the Marquis de Lafayette, who commanded American forces in Virginia. Pretending to be a fugitive slave, James infiltrated British camps and gathered intelligence that contributed to America's victory at Yorktown in October 1781. After the war, he unsuccessfully petitioned the Virginia legislature for his freedom until 1784, when a testimonial from Lafayette helped secure his freedom. As a free man, James took Lafayette's last name and settled on a farm of 40 acres in New Kent County with his wife and son. He also owned several enslaved people later in his life. During, Marquis de Lafayette's later tour of the United States in 1824, an artist created this commemorative print with a portrait of James Lafayette and the text of the Marquis' 1784 testimonial in support of his freedom. The image of James is based on a painted portrait of him done John B. Martin.



Image of the Marquis de Lafayette
and James Lafayette (VMHC 1993.178)

1. Why do you think James Lafayette was not able to successfully petition for his own freedom?
2. What reason(s) does the Marquis de Lafayette state that James should have his freedom?
3. What do you think he means by “perfectly acquitted himself with some important commissions”?

"Glorious News" Broadside, Edward Powars, 1781

VMHC Call Number: Broadside 1781:3

Broadside is an item printed on one side of a sheet of paper and generally posted or distributed as advertisements or bulletins. In today's world, think about posters for lost pets or flyers advertising babysitting services. Often broadsides reported newsworthy events or provided additional information or instructions, as this example illustrates. The Battle of Yorktown ended on October 19, 1781 – by October 25, the news had spread up the eastern seaboard to Rhode Island. The message relays the arrival of Captain Lovett, who has come straight from Virginia to bring news of Lord Cornwallis's surrender. The message slightly goes into the details of British surrender before using congratulatory tone to talk about the thousands of people and immense quantity of weapons defeated by the Continental Army.

1. Why would it have been important to get this news to other colonies as quickly as possible after the battle of Yorktown?
2. What does it tell you about the difficulty of communicating in the colonial and Revolutionary period if news this important took a week to reach Rhode Island?
3. What is easy or difficult to read about the printing of this broadside?



Fragment fired from a gun at Yorktown (VMHC 1892.1)

Conestoga Wagon, John Kiger, c. 1830

VMHC Object Number: 1993.48

Named for the Conestoga River in Pennsylvania where they were first built, they were a common vehicle for Germans migrating south into Virginia's Shenandoah Valley as early as the 1740s, as well as for settlers journeying westward over the mountains. Conestoga wagons could easily carry several tons in weight and their curved shape was designed to keep that cargo settled when in motion. They could be pulled by horses, oxen, or mules. They were often painted blue with the underside painted red as can be faintly seen in these pictures. It even still bears a faded stencil identifying Sperryville, Virginia as the location where it was made.

1. How might the shape of this wagon help keep the cargo settled inside?
2. Many travelers' clothing, tools, or furniture was handmade or very expensive. If something was lost or broken along the way, it could be difficult or impossible to replace. What do you think they did in the past to deal with this issue? What do we do with something lost or broken today?
3. How do you think the spread of slavery to westward territories created tensions that led to the Civil War?



A View of Salem of Virginia (VMHC 1995.131)

Letter, John Ingles, 1846

VMHC Call Number: Mss2 W119 c

In 1830, John Randolph complained that Virginia's landscape was "worn out." Pioneers headed westward in search of prosperity. However, this migration inflamed tensions between pro-slavery and anti-slavery groups who each argued about whether to allow the institution in new states and territories. As more free states were admitted to the Union, enslaved people had more options of destinations in the event they tried to escape their enslavement. Despite the potential for harsh punishment if caught, desire for freedom often outweighed the fear of the consequences.

1. What is this letter generally about?
2. John says Bob left "without any cause." What reason might Bob have for attempting to escape?
3. Why do you think he suspects Bob is going to Ohio as opposed to another state?
4. How does this letter speak to the growing tensions about slavery prior to the Civil War?



1850 Political Map of the United States (VMHC E171 1856:2)

1860 Census Map, Hergesheimer and Graham, 1861

VMHC Call Number: F221.1861.11

Secession from Virginia was the hope of some western Virginians as early as 1829. They felt underrepresented in the state government and unfairly taxed for the ratio of state spending allocated to the western part of the state. After Richmond voted to secede from the Union in 1861, leaders in Western Virginia organized support to remain, eventually reaching across the Allegheny mountains to consume 2/5 of Virginia's territory. The issue of preserving slavery mattered less to this portion of the state, who held far fewer enslaved people and relied significantly less on the plantation economy. In 1863 they were admitted as West Virginia to the Union. Despite this, pro-Confederate majorities and Confederate sympathizers did exist in more than half of the forty-eight counties that made up West Virginia.

1. Before reading anything on the map, look at the shape of Virginia – do you think this map is from before or after the Civil War? Why?
2. Which Virginia Counties has the highest enslaved population? Which had the lowest?
3. Why do you think the enslaved population of Virginia was more concentrated in the central and eastern counties?
4. Where are you located? What does this map say about that county's enslaved population?

Scrapbook, Levin Joynes, 1863

VMHC Call Number: Mss1 J8586 b 225 p 8

The primary way the Confederacy funded the war was by printing paper money. This contributed to runaway inflation that plagued the South throughout the war. In January 1863, a Richmond newspaper reported that the weekly cost to feed a small family had risen from \$6.55 in 1860 to \$68.25. Levin Smith Joynes kept a scrapbook where he tracked available foodstuffs and the prices in Richmond markets through government lists of prices for agricultural products, restaurant menus, and advertisements for wartime sales. The two menus from the Oriental and Wendlinger's Saloon in December 1863 show the toll that inflation and supply shortages took on the restaurants' offerings. Both feature certain dishes crossed off, as well as prices crossed out and handwritten higher.



Confederate Currency (VMHC 2010.40.23)

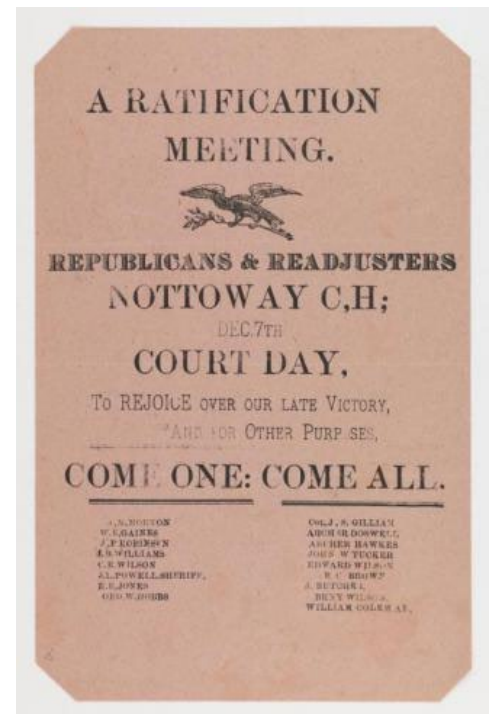
1. What type of things do you see on the menu? Are there any you don't recognize?
2. These menus are from Dec. 1863 – what was happening in the Civil War at that time?
3. What are some examples of inflation you see in the notes written by Levin Joynes?

Lithograph, "The 15th Amendment," James C Beard, 1870

VMHC Object Number: 2003.435

This lithograph was published in commemoration of the passing of the 15th Amendment. The print shows a variety of images gathered around a large central image of the parade that occurred in Baltimore in celebration of the 15th Amendment. These smaller images represent various areas of empowerment and hope for the black community including the bravery of African American soldiers, the importance of education and faith, and the ability to form legally recognized family units without fear of separation.

1. What are some of the scenes you can see represented?
2. The 15th Amendment guaranteed the legal right to vote for black men. Why are there scenes unrelated to voting surrounding this document?
3. Who are some of the people included? Why do you think they were chosen?
4. What is the general tone or emotion you would associate with this piece?
5. Was the black population able to freely exercise their Constitutional right to vote? Why or why not?



Notice for a Ratification Meeting
(VMHC Mss1 AL546 a 49-64)

Photo, Equal Suffrage League of Virginia, Foster/Walter Washington, 1918

VMHC Object Number: 2002.226.1

Because photographs are eye-witness accounts, they too are considered primary sources by historians. This photo shows women (and one man) posing on an automobile draped in canvas serving as a float during a liberty bond parade in Richmond in 1918. The two women standing in the foreground are holding a banner for the Equal Suffrage League of Virginia. 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. What are some symbols you see in this photo? What are the people wearing and holding?
2. Why do you think they chose to use patriotic symbols?
3. Why do you think suffrage efforts were slow to be popular in Virginia?



Votes for Women Flag (VMHC 1994.13.2)

Memoir, Thelma Bender Stern Neubauer, 1991

VMHC Object Number: Mss5:1 N3913:1

World War II opened new opportunities for women in the military and on the home front. This document is a memoir of Thelma Neubauer recounting her work in the Norfolk Navy Yard during WWII. From the collection record we know she was one of the first and few female ship's draftsman allowed to go aboard ships to collect data on the location and weight of what was being added and removed from the ship's structure. Thelma was born Dec. 7th, 1923 and went to work in the shipyard through an apprentice program in 1942. After the war ended, she was laid off like many women who found war-time employment.

1. Apart from military service, what are some other ways women might have assisted with the war effort during World War II?
2. How is a memoir different than a diary?
3. How old was Thelma when she began her job at Norfolk Navy Yard, and what did she do?
4. What are some problems that she encountered?
5. What memories does she recount from the hospital ship?

Political Cartoon, Fred O. Seibel, Jan 27, 1959

VMHC Object Number: Mss1 5453 c

In 1951 Barbara Johns sparked the case of *Davis v. Prince Edward County* in which students in that county sued to integrate their schools. That case was one of five that were combined into the 1954 *Brown v. the Board of Education*.

After the court's decision, Virginia's General Assembly, with guidance from U.S. Senator Harry F. Byrd, passed a series of laws aimed at preventing school desegregation as part of a legal strategy known as *Massive Resistance*. Key to this strategy was the withdrawal of state funding to any public school forced to integrate by court order and allowing the governor to close such schools. Most of these laws were struck down by state and federal courts after some schools were shut down during the Fall of 1958 and into 1959. The most extreme episode of resistance took place at the county level when the school board of Prince Edward County closed their entire district for almost five years.



Senator Harry F. Byrd, Sr
(Image Courtesy of Houchins Photo)

1. What are different symbols, phrases, etc. you see in this cartoon?
How does that help you understand what it is about?
2. Who is the audience for this message?
3. *Brown v. the Board of Education* ruled that segregation was unconstitutional in 1954. This cartoon is from 1959 – what was happening in Virginia with school integration in 1959?
4. This cartoon was cut out of a newspaper and put into a scrapbook by Archibald Robertson (a lawyer who defended segregation). Why do you think he wanted to remember this moment?

PRIMARY SOURCE MATERIAL

Story of Virginia: Primary Source Sampler 4th – 7th Grade

Primary Source Sampler: 4th – 7th Grade

Stone Projectile Point, Creator and Date Unknown

VMHC Object Number 1948.1.40



Primary Source Sampler: 4th – 7th Grade

Map of Virginia, John Smith, 1612

VMHC Call Number Map F221 1624:12



THE INCONVENIENCIES THAT HAVE HAPPENED TO SOME PER- SONS WHICH HAVE TRANSPORTED THEMSELVES

from *England to Virginia*, vvithout prouisions necessary to sustaine themselues, hath
greatly hindred the *Progresse of that noble Plantation*: For preuention of the like disorders

heereafter, that no man suffer, either through ignorance or misinformation; it is thought re-
quisite to publish this short declaration: wherein is contained a particular of such neces-

saries, as either private families or single persons shall haue cause to furnish themselves with, for their better
support at their first landing in *Virginia*; whereby also greater numbers may receive in part,
directions how to provide themselves.

Apparrell.

	li.	s.	d.
One Monmouth Cap	00	01	10
Three falling bands	—	01	03
Three shirts	—	07	06
One waite-coate	—	02	02
One suite of Canuase	—	07	06
One suite of Frize	—	10	00
One suite of Cloth	—	15	00
Three paire of Irish stockings	—	04	—
Foure paire of shooes	—	08	08
One paire of garters	—	00	10
One doozen of points	—	00	03
One paire of Canuase sheets	—	08	00
Seven ells of Canuase, to make a bed and boulster, to be filled in <i>Virginia</i> 8 s.	—	08	00
One Rug for a bed 8 s. which with the bed seruing for two men, halfe is.	—	—	—
Five ells coorse Canuase, to make a bed at Sea for two men, to be filled with straw, iiij. s.	—	05	00
One coorse Rug at Sea for two men, will cost vj. s. is for one	—	—	—

Apparrell for
one man, and
so after the
rate for more.

Viſtuall.

Eight bushels of Meale	02	00	00
Two bushels of pease at 3 s.	—	06	00
Two bushels of Oatemeale 4 s. 6 d.	—	09	00
One gallon of Aquavite	—	02	06
One gallon of Oyle	—	03	06
Two gallons of Vineger 1 s.	—	02	—

For a whole
yeere for one
man, and so
for more after
the rate.

Armes.

One Armour compleat, light	—	17	00
One long Peece, five foot or five and a halfe, neere Musket bore	—	01	02
One sword	—	05	—
One belt	—	01	—
One bandaleere	—	01	06
Twenty pound of powder	—	18	00
Sixty pound of shot or lead, Pistoll and Goofe shot	—	05	00

For one man,
but if halfe of
your men
haue armour
it is sufficient
so that all
haue Peeces
and swords.

Toolles.

Five broad howes at 2 s. a piece	—	10	—
Five narrow howes at 16 d. a piece	—	06	08
Two broad Axes at 3 s. 8 d. a piece	—	07	04
Five felling Axes at 18 d. a piece	—	07	06
Two Steele hand sawes at 16 d. a piece	—	02	08
Two two-hand sawes at 5 s. a piece	—	10	—
One whip-saw, set and filed with box, file, and wrest	—	10	—
Two hammers 12 d. a piece	—	02	00
Three shouels 18 d. a piece	—	04	06
Two spades at 18 d. a piece	—	03	—
Two augers 6 d. a piece	—	01	00
Sixe chissels 6 d. a piece	—	03	00
Two percors stocked 4 d. a piece	—	00	08
Three gimlets 2 d. a piece	—	00	06
Two hatchets 21 d. a piece	—	03	06
Two froues to cleaue pale 18 d.	—	03	00
Two hand bills 20 s. a piece	—	03	04
One grindstone 4 s.	—	04	00
Nailles of all sorts to the value of	—	02	00
Two Pickaxes	—	03	—

For a family
of 6. persons
and so after
the rate, for
more.

Household Implements.

One Iron Pot	—	00	07
One kettle	—	—	06
One large frying pan	—	02	06
One gridiron	—	01	06
Two skillets	—	05	—
One spit	—	02	—
Platters, dishes, spoones of wood	—	04	—

For a family
of 6. persons,
and so for
more or lesse
after the rate.

For Sugar, Spice, and fruit, and at Sea for 6 men—

So the full charge of Apparrell, Viſtuall, Armes, Toolles, and household stuffe, and after this rate for each person, will amount vnto about the summe of	—	12	10
The passage of each man is	—	06	00
The freight of these prouisions for a man, will bee about halfe a Tun, which is	—	01	10
So the whole charge will amount to about	—	20	00

Nets, bookes, lines, and a tent must be added, if the number of people be grea-
ter, as also some kin.

And this is the vsuall proportion that the *Virginia Company* doe
bestow vpon their Tenants which they send.

Whoſoeuer transports himselfe or any other at his owne charge vnto *Virginia*, shall for each person so transported before Midsummer 1625.
haue to him and his heires for euer fifty Acres of Land vpon a first, and fifty Acres vpon a second diuision.

Primary Source Sampler: 4th – 7th Grade

Dutch Tile, Creator Unknown, 1620-1635

On Loan from Virginia Department of Historic Resources



Primary Source Sampler: 4th – 7th Grade

Painting, Mann and Elizabeth Page, John Wollaston, late 1700s

VMHC Object Number: 1973.16



Primary Source Sampler: 4th – 7th Grade

Engraving, James Armistead Lafayette, John B. Martin, 1824

VMHC Object Number 1993.215



This is to certify that the Bearer by the Name of James
Has done Essential Service to me while I had the Honor to
Command in this State. His Intelligence from the Enemy's
Camp were industriously collected and more faithfully delivered
He perfectly acquitted Himself with some important Commissions
I gave Him and appears to me enabled to carry forward his
Situation can admit of. Done under my Hand, Richmond
November 21st 1786
Lafayette

— 12 Oct 1786 — Mat. Co. 24

*This is to certify that the Bearer By The Name of James
has done essential services to me While I Had the Honour to
Command in this state. His intelligence from the enemy's
Camp were industriously collected and more faithfully delivered.
He perfectly acquitted Himself with Some important Commissions
I gave him and appears to me entitled to every reward his
Situation can admit of. Done under my hand, Richmond
November 21st, 1784.
Lafayette*

GLORIOUS NEWS.

PROVIDENCE, October 25, 1781.

Three o'Clock, P. M.

THIS MOMENT an EXPRESS arrived at his Honour the Deputy-Governor's, from Col. Christopher Olney, Commandant on Rhode-Island, announcing the important Intelligence of the Surrender of Lord Cornwallis and his Army, an Account of which was printed This Morning at Newport, and is as follows, viz.

Newport, October 25, 1781.

YESTERDAY afternoon arrived in this Harbour Capt. Lovett, of the Schooner Adventure, from York-River, in Chesapeak-Bay (which he left the 20th Instant) and brought us the glorious News of the Surrender of Lord CORNWALLIS and his Army Prisoners of War to the allied Army, under the Command of our illustrious General, and the French Fleet, under the Command of his Excellency the Count de GRASSE.

A Cessation of Arms took Place on Thursday the 18th Instant, in Consequence of Proposals from Lord Cornwallis for a Capitulation. His Lordship proposed a Cessation of Twenty-four Hours, but Two only were granted by His Excellency General WASHINGTON. The Articles were completed the same Day, and the next Day the allied Army took Possession of York-Town.

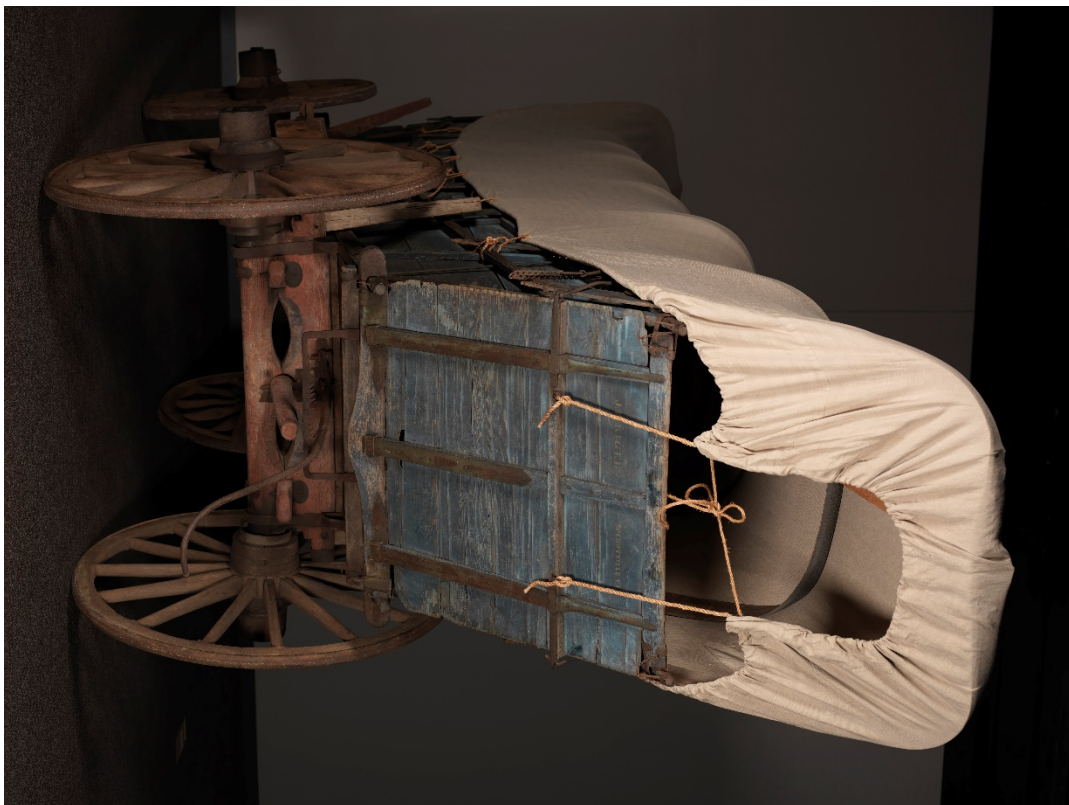
By this glorious Conquest, NINE THOUSAND of the Enemy, including Seamen, fell into our Hands, with an immense Quantity of Warlike Stores, a forty Gun Ship, a Frigate, an armed Vessel, and about One Hundred Sail of Transports.

PRINTED BY EDWARD E. POWARS, in STATE-STREET.

Primary Source Sampler: 4th – 7th Grade

Conestoga Wagon, John Kiger, c. 1830

VMHC Object Number: 1993.48



Primary Source Sampler: 4th - 7th Grade

Letter, John Ingles, 1846

VMHC Call Number Mss2 W119 c

Christiansburg June 22nd 1846

Dear John

My Bob ran away from me about four weeks since, and as he went off without any cause or provocation I have reason to believe that it is his intention to try to get to the State of Ohio. I send you an advertisement which you will please to have inserted in the Kanawha Republican for four weeks. Your friends and here are all well.

Yours H

John Ingles

\$20.00 Reward

I will ^{give} a reward of twenty dollars to any person who will apprehend and secure in jail so that I get him again my negro man Bob who ran away from me on the 24th of last month. Bob is black, about ordinary height and sturdily made, his mouth slightly twisted to one side which gives his face the appearance of being swollen on one side. I have good reason to believe that he will aim to get to the state of Ohio.

John Ingles

Montgomery County Va. June 22 1846

Insert for 4 weeks

MSS2W119C1

Christiansburg, June 22nd 1846

Dear John

My Bob ran away from me about four weeks since, and on his week off without any cause or provocation. I have reason to believe that it is his intention to try to get to the state of Ohio. I send you our advertisement which you will place to have printed in the Kawaha Republican for four weeks. Your friends are here and all well.

Yours [?]

John Ingles

\$20.00 Reward

I will give a reward of Twenty dollars to any person who will apprehend and [?] in jail so that I get him again my negro man Bob who ran from me on the 24th of last month. Bob is black, about ordinary height and [thickly?] made, his mouth slightly twisted to one side which gives his face the appearance of being swollen on one side. I have good reason to believe that he will aim to get to the state of Ohio.

John Ingles

Montgomery County VA. June 22 1846

[?] for 4 weeks

VMHC Call Number F221.1861.11



Primary Source Sampler: 4th – 7th Grade

Scrapbook, Levin Joynes, 1863

VMHC Call Number MssJ 18586 b 225 pg 8

ORIENTAL.
Richmond
BILL OF FARE.
Monday, Dec. 21st 1863

SOUPS.	MEATS.	Raw oysters.	Pure coffee.
Beef.....Soup.	Roast Beef.	1/2 doz.	1/2 doz.
Chicken.....do.	Roast Mutton.	1/2 doz.	1/2 doz.
Macaroni.....do.	Roast Pork.	1/2 doz.	1/2 doz.
Vegetable.....do.	Roast Lamb.	1/2 doz.	1/2 doz.
Clam.....do.	Roast Veal.	1/2 doz.	1/2 doz.
Oyster.....do.			
Terrapin.....do.			
Turtle.....do.			
Mock Turtle.....do.			
FOWLS.	STEAKE.	WINE.	LIQUORS.
Roast Turkey.	Pork steak.	Port.	French brandy.
Roast Goose.	Mutton chops.	Claret.	Apple brandy.
Roast Duck.	Veal cutlets.	Cherry.	Peach brandy.
Roast Chicken.	Venison steaks.		Holland gin.
			Rye whiskey.
FISH.	SUNDRIES.	MALT LIQUOR.	CIGARS.
Rock Fish.	Ham and eggs.	Porter.	Fine Havana.
Shad.	Boiled eggs.	Ale.	Other brands of
Perch.	Poached eggs.		fine quality.
Herrings.	Scrambled eggs.		
Cake and Lobsters.	Fried eggs.		
	Oysters.		
	Fried oysters.		
	Scalloped oysters.		
	Roasted oysters.		

GAME OF ALL KINDS
[IN SEASON]
MEALS FURNISHED
AT ALL HOURS.
ALL ORDERS PROMPTLY ATTENDED TO.
Gentlemen will confer a favor on the proprietor by promptly reporting any neglect on the part of servants

Venison Steaks 185
WENDLINGER'S SALOON
BILL OF FARE.
Monday, Dec. 21st 1863
NO CREDIT.

SOUP	BROILED
Mock Turtle.....1.00	Beefsteak, broiled plain.....1.25
Worms.....1.00	Tenderloin steak.....1.50
Vegetable.....1.00	" " tomato sauce.....1.50
	Beefsteak, broiled plain.....1.25
BOILED	Beefsteak, broiled plain.....1.25
Corned beef and cabbage.....1.25	Mutton chops, broiled plain.....1.25
Corned beef and turnips.....1.25	Mutton chops, tomato sauce.....1.25
Julienne.....1.25	Lamb chops.....1.25
Beef Tongue, cold.....1.25	
ROAST	FRIED
Beef.....1.25	Sausage.....1.25
Lamb.....1.25	
Fillet of veal.....1.25	POULTRY
Roast Turkey.....1.25	Broiled Chicken.....4.00
Roast Chicken.....1.25	Fried Chicken.....4.00
Roast Duck.....1.25	Stewed Chicken.....1.50
Roast Turkey.....1.50	Stewed Duck.....1.50
GAME	EGGS
Blue wing duck.....5.00	Ham and eggs.....2.50
Mallard duck.....5.00	Boiled.....1.25
Canvass back duck.....5.00	Poached.....1.25
	Fried.....1.25
VEGETABLES	Scrambled.....1.25
Sweet potatoes......50	Omelette, plain.....1.25
Potatoes, creamed......25	Omelette, with sugar.....2.00
Potatoes, fried......50	
Celery......50	Tea.....1.00
Spinach......50	Coffee, per cup......50
Letting......50	French coffee......75
Lump beans......25	Pure coffee.....1.00
Caiflower......25	Milk toast......75
Black eyed peas......25	Butter toast......50
Egg plant......25	Dry toast......25
	Butter......50
	Oysters in every style.....3.00

Dec. 23^d 1863. Mr. J. Joynes and another gentleman visited the "Chickahominy" Restaurant, and took two dozen oysters, (one dozen each) a bunch of Celery, bread and butter, and two glasses of ale each, for which the bill was \$16.

On the same day I purchased in Market for one dollar in silver, a Turkey for which \$15 in Confederate currency was asked.

A large Doll was exhibited in the window of a store on Main street, for which (with a little mahogany chair in which she was seated,) the price asked was \$1000!

Candy retailed at \$6 to \$8 per lb. - Oranges, \$2 to \$3 apiece. - Good Apples 25 to 50 cents apiece.

The regular charges at the Richmond Hotels at this time was \$15 per day. - On the 12th of December, Edward S. Joynes paid at a hotel in Charlottesville \$5 for a dinner of ham and eggs.

Dec 23d 1863. Levin J Joynes

And another gentleman visited the "Chickahominy" Restaurant, and took two dozen oysters, (one dozen each), a bunch of celery, bread and butter, a and two glasses of ale each, for which the bill was \$16 –

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A large Doll was exhibited in the window of a tore on Main Street, for which (with a little mahogany chair in which she was seated,) the Price asked was \$1000!

Candy retailed at \$6 to \$8 her [?] Oranges, \$2 to \$3 a piece; - Good [?] was 25 cents to 50 cents a piece

The regular charge at the Richmond Hotels at this time was \$15 per day. On the 12th of December, Edward J. Joynes paid at a hotel in Charlottesville \$5 for a dinner of ham and eggs.

Primary Source Sampler: 4th – 7th Grade

Lithograph, "The 15th Amendment," James C Beard, 1870

VMHC Object Number 2003.435



Primary Source Sampler: 4th – 7th Grade

Photo, Equal Suffrage League of Virginia, Foster/Walter Washington, 1918

VMHC Object Number 2002.2.226.1



Primary Source Sampler: 4th – 7th Grade

Memoir, Thelma Bender Stern Neubauer, 1991

VMHC Call Number Mss5:1 N3913:1

Thelma B. Stern Neubauer
1310 Marywood Dr.
Bel Air, MD 21014

1-22-1991

I went to work at the Norfolk Navy Yard in July 1942. My first job was a telephone receptionist in the Administration Building. That was a great way to learn the whole yard.

My fascination with blueprints resulted in my taking another drafting course, and one in blue print reading.

That resulted in my transfer to the blue print department, and ultimately to the Weight Division of the scientific Section of the Hull Drafting Department.

I was the first female to be allowed to go alone aboard a ship to check the feasibility of a twin 40 MM gun being placed on a destroyer. At first it was difficult for a 19 year old girl to convince those "Old Salts" that I knew what I was doing. With help from the Navy Yard Staff Officers, the reluctance was overcome. The Damage Control people were soon convinced women could draw blue prints and do the job.

The only ships that I did not board were Merchant Marine vessels. There was an ingrained belief that if women came aboard the ship, it would sink on the next voyage. Those ships were left to the men in the Weight Group.

Nancy Chappellear, who had come to work in the Norfolk Navy Yard in December of 1941, as one of the first two women employed in the Hull Drafting Room, checked the work of the eight clerks for accuracy for location and mathematics of addition or removal of items of a permanent nature on the ships. We immediately worked well together and became best friends for life.

One of the interesting things that we did was the inclining experiment. That was done for example after guns were installed on the upper decks to be sure that the ship was not too heavy, and could weather storms at sea.

One of the memories that is vivid in my first visit to a hospital ship, the U.S.S. Comfort. The Chaplain invited me to lunch and to tour of the ship. The Operating Room looked like a hospital, and the wards were like a large hospital. I remember feeling my "blood run cold" when I saw the padded cells for patients who had seen too much killing and gone berserk. War does so much harm to the human psyche.

Although every safety precaution was taken there were still accidents. One that stands out in my mind was when I was walking toward pier Two and looked at the "Shangri La" being built. a man fell from the scaffolding quite high up. No one could save him. It really shook me up. I dreamed about it for days.

Once Nancy stood on a revolving stool to wipe the oil that was dripping from a pipe on her blue print. She lost her balance and fell, cutting a gash in her buttocks. She started laughing. All the blood was pouring on the floor, so I thought she was hysterical. While taking her to the First Aide Station we both started laughing at the situation. He decided we were both hysterical and told a nurse to give us a dose of spirits of ammonia. Sewn up and bandaged, the report was made.

As a Ship's Draftsman I was employed by the Navy Yard until February 1946.

Primary Source Sampler: 4th – 7th Grade

Political Cartoon, Fred O. Seibel, Jan 27, 1959

VMHC Call Number Mss1 5453 c

