



**JAMESTOWN - JOURNEY OF DEMOCRACY**  
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**OFFICIAL CURRICULUM OF AMERICA'S 400<sup>TH</sup> ANNIVERSARY**  
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**JAMESTOWN 400<sup>TH</sup> COMMEMORATION COMMISSION**



**Freedom's Journey from Jamestown**  
Prepared by the University of Virginia Center for Politics

**Purpose:** The promise of democracy in America began with a series of journeys. The landing at Jamestown was only the beginning of a journey that is still in progress today. This lesson examines the perspectives of those who made the voyage to Jamestown, or those who witnessed the arrival, and the struggles they faced in creating a New World. This lesson is intended to encourage students to explore varying cultural perspectives, their differences and similarities, and the process of acquiring freedom. Students are encouraged to explore how our nation has evolved and to use those thoughts to suggest where the journey of democracy will lead in the future.

**Objective:**

Students will examine the challenges of colonial life at Jamestown in order to discuss how the meeting of diverse perspectives creates challenges for citizens within a democracy.

**Key Words:**

Djembe	Hand Drum	Indentured Servant
Migration	Freedom	Multiculturalism

**Materials:**

1. Student Resource, *Varying Perspectives*
2. Teacher Resource, *Three Drums*
3. Teacher Transparency, *Journeys of Freedom*
4. Teacher Transparency, *Migration* Walter Dean Myers
5. Student Resource, *Journey from Jamestown Qualitative Checklist*

**Suggested Reading:**

Lawrence, Jacob. *The Great Migration*. HarperCollins Publishing: New York, 1995.  
(This book is referenced in the lesson as an extension.)

**Procedure:**

1. **Warm Up/ Motivation.** Direct the students to brainstorm a list of journeys they have made. Next to each journey, have them identify the purpose for making this trip. An example is provided to help the students get started.

Example: (1) Go on vacation-	To relax, have fun
(2) Begin a study routine in an effort to get higher grades-	To get a good job

After students have listed their journeys ask them to describe them according to how easy or difficult they were. For example, it may have been easy to travel for vacation but difficult to get straight A's on their report cards. When they are finished ask them to compare their lists to a neighbor's.

- Were all your journeys voluntary or were you forced to make them? Why or why not?
- Why are some journeys more difficult than others?
- In comparing your list to a neighbor's, were the lists the same? Why or why not?
- How might a person's experiences affect the journeys that they might take?

2. Transition to a discussion about the journey to Jamestown by having students view the introduction to the *New World* movie, <http://www.thenewworldmovie.com> (When you visit the site you will see an Indian looking at the horizon, the Godspeed, Susan Constant and Discovery begin to appear and make their way towards the land.)

- What motivated the first settlers to make the journey to Jamestown?
- What ideas about life in America were they bringing with them from England? Where did they get these ideas?
- What do you think was going through their minds as the ship neared the shore? Why do you think this?
- What do you think was going through the minds of the Indians as the ships arrived? Why do you think this?
- How would the perspectives of the Indians and the settlers be similar? Different? Would these different perspectives lead to cooperation, conflict or both? Why?

The theme of the *New World* movie (released in November 2005) is the meeting of cultures in Virginia. If time permits, students can view the movie teaser and discuss what they see as examples of cooperation and conflict.

\*Note\*: This is intended only as a motivational tool, not an official endorsement of the movie.

3. Reinforce the idea of varying perspectives by examining the arrival of Africans to the colony in 1619. Explain to the students that a number of the first Africans arrived not as slaves but as indentured servants (for a detailed explanation visit the lesson plan, *The Great Irony of 1619*. A resource sheet in this lesson explains the experience of the African indentured servant and slave.)

- How would the journey be different for Africans brought as slaves and those who were coming as indentured servants?
- How would the perspectives of European and African indentured servants be similar/different?
- How would slavery affect the ability of Africans to contribute their ideas to colonial society?

- Besides drums, how might the three cultures that met at Jamestown have been similar? Different?

Distribute the student resource sheet, *Varying Perspectives* and divide the students into small discussion groups. Assign each group to discuss the questions included on the sheet from the point of view of an American Indian, African or European.

After completing the small group discussion, mix the students so that within each group students are working with representatives from all three groups. Use the teacher resource sheet, *Three Drums* and have the students compare and contrast the sound, form and history of the drums from Africa, America and Europe.

- How are the drums similar? Different?
- If we played all the drums at the same time what would happen? *All the beats would bleed together and it would be difficult to distinguish one from the other.*
- What if one was significantly louder than the others?
- Would this make a good musical composition? *No. It would sound disorganized, like a lot of noise instead of music.* What would a composer do to create a piece of music that allowed each drum to be heard and appreciated? *Provide opportunities for each drum to be played individually in addition to as a group.*

In their small groups have the students discuss:

- What connections can we make between the organizing of a percussion piece and the formation of a new nation? *Need to allow all citizens the opportunity to have their voices heard.*
- Was the journey to Jamestown a conscious effort to spread freedom?
- Did all groups living at or near Jamestown have an equal opportunity to have their voices heard?
- Which groups do you think had the most opportunities to participate in the decision making at Jamestown? Why?
- Why did some living at or near Jamestown have little voice in decision making?
- What do you think was the effect of one perspective being dominant over the others in terms of decision-making?

4. In small groups with markers and chart paper have the students define freedom. Share responses with the class commenting on the fact that the responses are not the same.

- What was difficult about defining freedom?
- What does it mean to be free? Is it the same for everyone?
- Do all citizens pursue freedom the same way? Why or why not?
- What is the role of a citizen in a democracy in promoting freedom?
- Do we live in a society where all citizens are equally free? What can be done to reach this goal?

- If we could hear a piece of music that represented the various groups in America, what would it sound like? Why?
- How are current efforts by the U.S. to spread democracy around the world different from the journey to Jamestown?

Read the poem, *Migration* by Walter Dean Myers. Ask students to jot down their reactions to the poem. What is going on? How did it make them feel? What motivated these Americans on their journey? What challenges were they facing? How might these Americans have felt as they traveled? What motivated them?

Have the students examine the artwork presented on teacher transparency, *Journeys of Freedom*. Discuss the following questions:

- What do the artists suggest about the process of acquiring freedom?
- Given the experiences of these groups, is the journey for freedom still continuing? How does this artwork support this idea?

**Extension:** Obtain a copy of *The Great Migration* by Jacob Lawrence. Read it aloud to the students and discuss the journey that African-Americans made in an effort to achieve freedom.

- What message is the artist communicating in this work?
- What challenges to freedom are presented in the story?
- How does this story illustrate the journey for freedom as experienced by many African-Americans?
- Compare and contrast the story of African-American migration from the South and immigrants to America today?

If time permits, allow the students to research the journey to freedom of different ethnic groups throughout American history. Students could create a flow chart that illustrates the process by which those groups have made progress in achieving the promises of American democracy and suggesting what progress still needs to be made. Students could research the groups presented in this lesson or they could examine the journey of recent immigrants such as Latinos, Asians, Arabs, Russians, etc.

5. Ask the students to create a poster entitled, "Freedom: Journey from Jamestown." Their poster should reflect their ideas about the process of establishing freedom in the past, present, and future. In their poster they should comment on the following:
  - To what extent did the journey to Jamestown begin the process of acquiring freedom in America
  - What is the importance of the journey towards a society where all citizens have equal access to freedom?
  - Predict how the journey will continue in the future.

Use the teacher resource sheet, *Journey from Jamestown Qualitative Checklist* to assess student work. Upon completion the posters could be displayed around the school to generate interest in the 400th anniversary of the Jamestown settlement.

## Varying Perspectives

**#1:** What opportunities, if any, were provided by the journey to or establishment of Jamestown?

**#2:** What challenges were created by the journey to or establishment of Jamestown?

Responses

Other Group Responses

Other Group Responses

**#3:** How has your experience at Jamestown affected your identity as an American?

Responses

Other Group Responses

## Three Drums

### Djembe



The *djembe* originates from West Africa. It is covered in goat skin and played with bare hands. A variety of tones can be produced by hitting the head in different places. It is used in all kinds of ceremonies and celebrations, from clearing fields to marriage.

Go here to read more about the djembe:

<http://en.wikipedia.org/wiki/Djembe>

Go here to hear an audio sample of the djembe:

<http://orunla.org/audio/djembe97.mp3>

### Snare Drum



The *snare drum* originated in Europe and was used as a military instrument. Its top and bottom openings have skins stretched over them, with a cluster of snares made usually of metal stretched across the bottom head. Sticks are used to play the instrument.

Go here for more information on the snare drum, as well as audio samples located at the bottom of the page:

[http://en.wikipedia.org/wiki/Snare\\_drum](http://en.wikipedia.org/wiki/Snare_drum)

Snare drum, around 1780, reportedly carried by Luther W. Clark at the Battle of Guilford Courthouse

### Hand Drum



The *hand drum* is of Native American or Asian origin and was played with the hands. It was often used as a form of communication and during ceremonies and celebrations.

To hear audio samples of a hand drum, and to read more about the drum, go here:

[http://en.wikipedia.org/wiki/Tom-tom\\_drum](http://en.wikipedia.org/wiki/Tom-tom_drum)

Native American hand drum from the Southwest

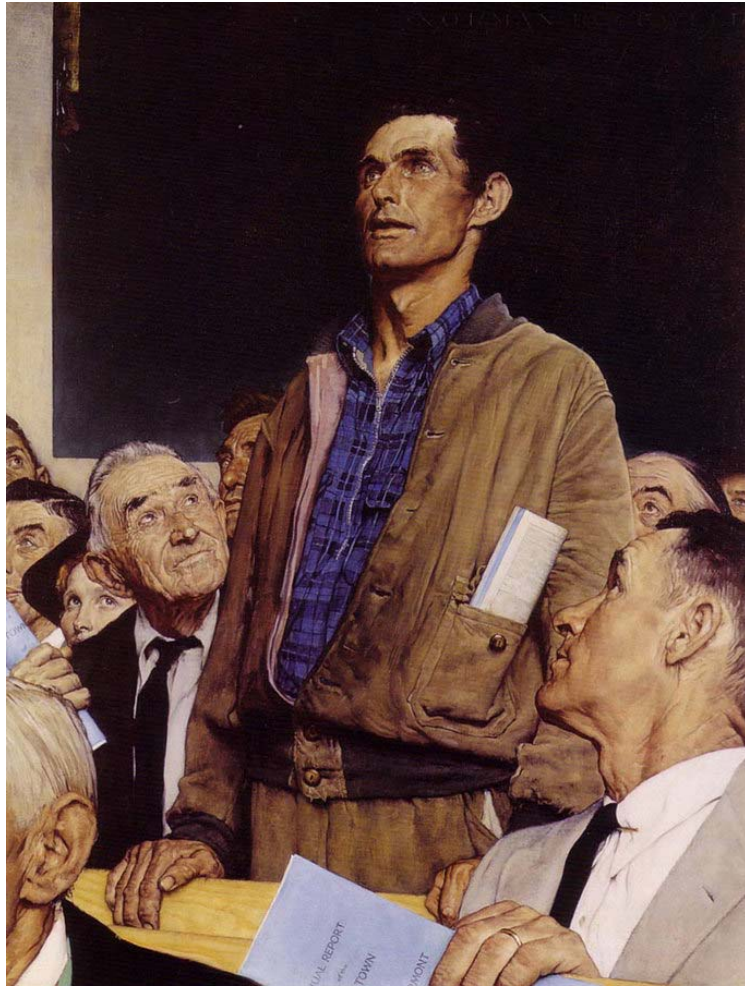
## Journeys of Freedom



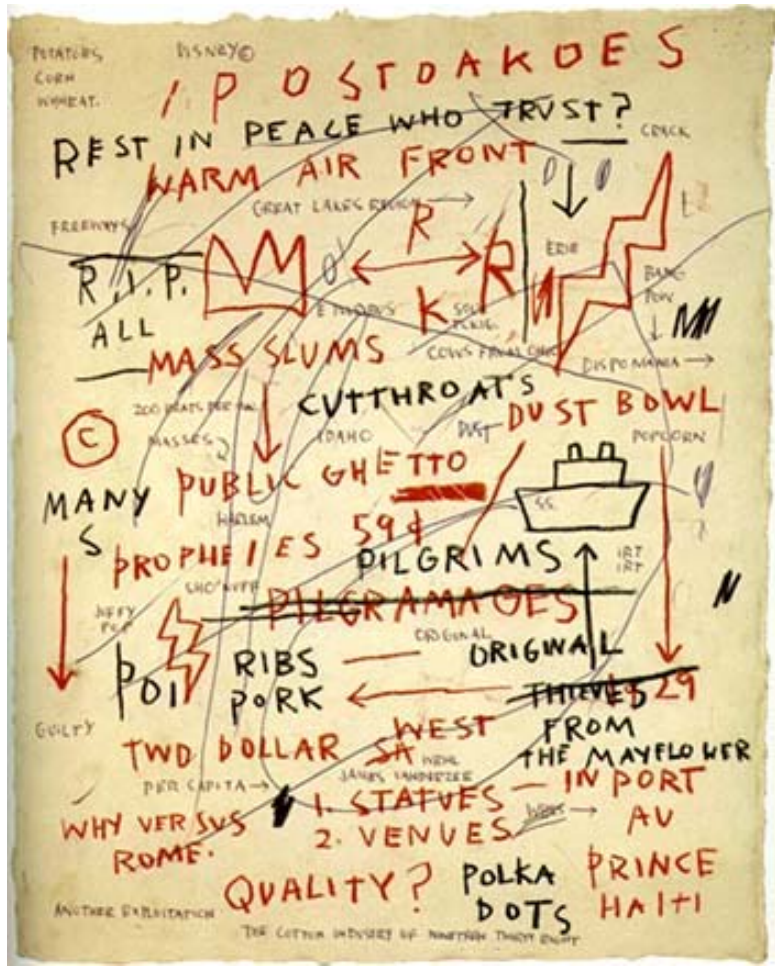
“Quanah Parker”  
Robert Orduno 1999



“Last of the Race”  
Tompkins Matteson 1847



“Freedom of Speech”  
Norman Rockwell 1943



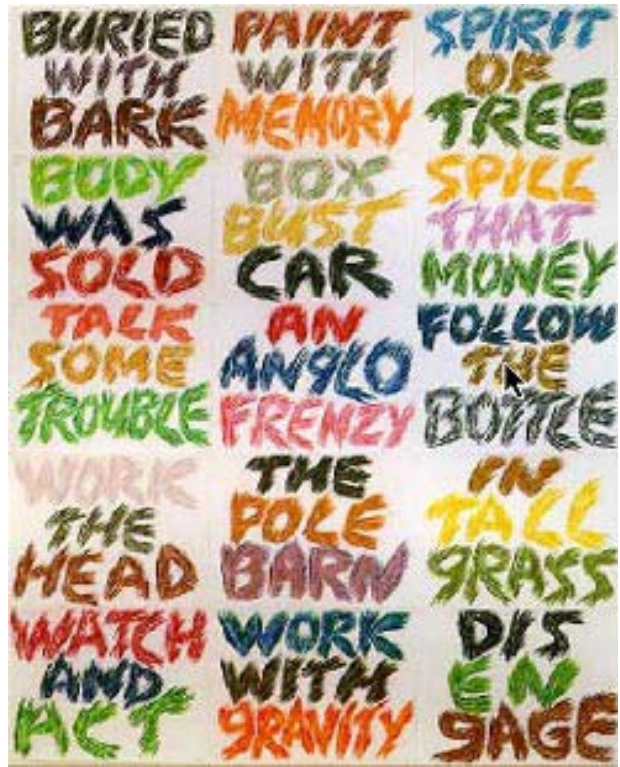
“Quality”  
Jean- Michel Basquiat 1983



“History of Black People”  
Jean-Michel Basquiat 1983



“Migration Series”  
Jacob Lawrence 1940



“Standing Before You”

Edgar Heap of Birds 1973



“White Flag”  
Jasper Johns 1955



“America (Baseball)”  
R. B. Kitaj 1983



“Red Race Riot”  
Andy Warhol 1963



“Who Stole the Tee Pee Series”  
George Littlechild 1958

## Migration

Walter Dean Myers

In the waiting room, “Colored,”  
Hands, calloused and as black as the rich  
Georgia/Carolina/Alabama dirt they leave behind,  
Clasp and unclasp silently,  
Some hold Bibles older than freedom,  
Others hold food that will not last the long journey.  
There is no need to speak, to explain  
How so many nights of love and terror  
So many back cracking, heartbreaking days  
So many humbled dreams  
Can fit into the small rope-tied case that sits  
On the ancient hardwood floor between them

A stirring at the ticket counter  
Stiffens backs, tightens stomachs  
Hard-eyed men with guns in their belts  
Stare daggers into the waiting room, “Colored.”  
In the distance the *whoo! whoo!* Of the train breaks  
The stillness of a forever moment  
The men with guns look, shake their heads, and leave  
Life goes on

The tickets to Chicago/Detroit/New York are heavy  
As heavy as the memory of a church built  
With sweat and faith and knotted pine  
On the edge of the old burying ground

But there are the children, and there is the hope  
Of a people with yet one more river to cross

### **Journey from Jamestown Qualitative Checklist**

**Directions:** Create a poster entitled, “*Freedom: Journey from Jamestown.*” The poster will be used to advertise Jamestown’s 400<sup>th</sup> Commemoration. Your poster should reflect your ideas about the process of establishing freedom in America during the past, present, and future. The artwork and material you include should comment on the following:

- To what extent did the journey to Jamestown begin the process of acquiring freedom in America?
- What is the importance of the journey towards a society where all citizens have equal access to freedom?
- Predict how the journey will continue in the future.

**Checklist:**

<b>Criteria</b>	<b>Points Possible</b>	<b>Points Earned</b>
Illustrations and text communicated the theme effectively.	15	
Referenced Jamestown as an important place in the founding of freedom in America.	15	
Poster made references to the process of establishing equal access to freedom.	20	
Suggested how the journey of freedom will be continued in the future.	20	
Creative use of materials.	10	
<b>Total Points:</b>	<b>80</b>	

**Comments:**