

## Unit Title: Jamestown

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<b>School:</b> Brumfield Elementary, Fauquier County Public Schools	<b>Time Estimated:</b> 8 to 10, 50- minute class periods

### Overview:

As part of a Virginia Studies curriculum, students are required to understand the role that Virginia played in the early development of our nation. Students will understand the driving factors behind the initial colonization of the North American continent by the British. Students will look at pieces of the Virginia Company's charter to understand why the British government decided to begin the colonization process.

Prior to this unit students have learned about the geography of Virginia and the early inhabitants of Virginia. This is important because it is the interactions with the Native Americans in the area (esp. the Powhatans) that really ensured the survival of the colonists. In the long run it also ensured cultural conflict and backlash, but without the knowledge that the colonists gained from the Powhatans, they wouldn't have had enough food to survive. Students will explore this relationship with documents that detail the colonists' interaction, including George Percy's journal.

The geography of the initial colonization process is also set up in the prior unit. Students will learn that the colonists explored the Chesapeake Bay region, settled on the James River on a peninsula, and were in the coastal plain region. These are all terms that the students will build on based on their previous learning experience. Students will compare and contrast what they have learned about the current day region using maps (esp. John Smith's) from that era.

### Historical Background:

The early beginnings of America are rooted in trial and hardship. The Spanish had begun colonizing the South American continent almost 100 years before the English became involved. They had used the exploitation of the Native peoples that they encountered to expand their empire. It is only through the fluke of the Spanish Armada being defeated by the British Navy and Sir Francis Drake that the reign of Spanish naval power came to an end. With the defeat of the Armada in 1588 it becomes more feasible for England to become involved in the Imperial Enterprise.

Britain's first attempts at colonization were failures. Attempting to establish colonies in present day North Carolina three times, Sir Walter Raleigh eventually gave up after the last wave of colonists disappeared without a trace. It wasn't for almost 20 years that another such venture was attempted. With the rise of the stock system and corporations

in Europe rose the Virginia Company. This company's goal was to establish a British colony in North America for profit. The investors were looking for the fabled wealth that the Spanish had found, an easier way to Asia, and a source of raw materials. The king was looking for a place to sell goods and a way to prevent France and Spain from monopolizing the continent. This led to the drafting of the Virginia Charter in 1606, and the setting sail in December of that year of colonists bound for the New World.

The colonists' initial experiences in the New World were appalling. Having few supplies and not enough willing people to work to provide food, the colonists starved to death in droves. In addition, the location of the fort was on a brackish river, and they were dying of salt water poisoning and mosquito-carried diseases. Lastly, the poor leadership of the colonists and the insatiable lust for easy gold led to almost mutinous relationships among the colonists. In addition, the first winter that the colonists were there has proven to be one of the coldest in Virginia's history.

Jamestown was initially saved by the leadership of John Smith. After befriending Pocahontas, daughter of the Powhatan, or leader of the Powhatan federation, a shaky alliance was formed. The Natives shared food with the colonists, taught them to grow corn and tobacco, and how to find other food sources in the area. The relationship was tenuous at best, but it helped to ensure the survival of a few colonists. John Smith also instituted martial law, mandating that any colonist that didn't work wouldn't be allowed to eat. After John Smith was injured and had to leave Virginia, things became even grimmer. The stores of food that the colonists had grown under his leadership were destroyed by rats and mold, and the alliance with the Powhatans disintegrated. The Starving Time (the winter of 1609-1610) included such horrific acts as cannibalism and the eating of corpses. Many colonists deserted to the Natives as well. With only about 60 some colonists left, they decided to abandon the fort. As the colonists were leaving with Sir Thomas Gates (who had arrived with new colonists), they were stopped by the arrival of Lord De LaWarr and provisions. The arrival of the new colonists (including John Rolfe) and provisions allowed the failing colony to begin again.

In 1612, John Rolfe began experimenting with Caribbean tobacco, which was sweeter than the traditional Native American tobacco. This became an important commodity, and was even grown in the streets. This ensured a cash crop for the colony. New arrivals of indentured servants, and eventually slaves and women in 1619-20 allowed the colony to feel some type of permanency.

Finally, in 1619, the Virginia General Assembly met for the first time. This was a combination of the Governor's council and elected representatives, called Burgesses, and is the first example of representative government in present-day United States. This institution, though in a different form, is still in existence today.

Timeline for Teacher Reference:

1492: Columbus discovers the North and South American continents while attempting to find a western route to Asia

1585: Sir Walter Raleigh attempts to create a colony in "Virginia" (present-day North Carolina). The colony mysteriously disappears.  
1588: Spanish Armada is defeated by England's Navy  
1606: King James grants a charter to the Virginia Company  
1607: Jamestown Colony is founded in Virginia  
1607-1608: Freezing Time  
1608-1609: Starving Time  
1609: Captain Newport arrives with new colonists and supplies  
1610: John Rolfe begins experimenting with new tobacco in Virginia  
1613: Pocahontas converts to Christianity  
1614: Pocahontas marries John Rolfe  
1619: House of Burgesses, The Virginia General Assembly, meets for the first time, and the first Africans arrive in Virginia as indentured servants  
1620: The Bride Ship arrives in Virginia  
1676: Bacon's Rebellion  
1699: Capital is moved from Jamestown to Williamsburg

### **Major Understanding:**

Jamestown was the first permanent English settlement. The colonists struggled to survive and the Native Americans in the area helped them. It is only through the knowledge gained from the Powhatans and the interactions of the colonists and the natives that the colonists were able to survive.

### **Objectives:**

Students will:

1. Use primary documents, including maps, tables, and diaries to understand the historical importance of the Powhatans to the survival of Jamestown. In order to do this, students will learn:
  - a. Why England chose to establish a colony in Virginia
  - b. Why the colonists chose the location of the Jamestown fort
  - c. About the hardships faced by the colonists
  - d. Why the colonists eventually turned to slave labor for survival.

### **Standards of Learning:**

Skills

VS.1 The student will develop skills for historical and geographical analysis including the ability to:

- a) Identify and interpret artifacts and primary and secondary source documents to understand events in history;

- c) Compare and contrast historical events;
- d) Draw conclusions and make generalizations;
- g) Interpret historical ideas and events from different historical perspectives
- i) Analyze and interpret maps to explain relationships among landforms, water features, and historical events.

## Content

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by:

- a) Explaining the reasons for English colonization;
- b) Describing how geography influenced the decision to settle at Jamestown;
- c) Identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
- d) Identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America;
- e) Identifying the importance of the arrival of Africans and women to the Jamestown settlement;
- f) Describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
- g) Describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.

## **Culminating Assessment:**

Students will create an exhibit that shows the early years of the Jamestown colony, and the interactions between the colonists and the Powhatans that resulted in its survival. Students will create different types of displays, including posters, journal entries from the perspectives of the colonists and the Natives, sample people with short biographies, and a colonial newspaper. The class will present this to other classes, including classes at the same and different grade levels, and any parent/adult that is invited to attend. Students will be graded on a rubric that will evaluate historical accuracy and the quality of the finished project.

The displays will work as the source of knowledge for those viewing them. At the end, each student will write a paragraph based on what they have learned.

## **References:**

### **Books & Media**

NOTE: The printed resources used in this unit are literary sources. They are books that the students will read in a literary capacity. These books are historical fiction, and being

such are not entirely true to fact. However, they have do have an historical basis that the students can use to glean additional knowledge.

Bulla, Clyde Robert. *Pocahontas and the Strangers*. New York: Scholastic, 1988.  
This book is a fictitious account of the life of Pocahontas from the beginning of colonization of Jamestown. It gives a wonderful account of the interactions of the Powhatans and the colonists, based in fact.

Bulla, Clyde Robert. *A Lion to Guard Us*. New York: HarperCollins, 1981.  
This book is the account of three children who go to the Jamestown colony to find their father after the death of their mother. It describes life as a colonist, including the journey to the New World.

## Websites

<http://www.virtualjamestown.org>

Virtual Jamestown

This site provides an extremely comprehensive archive of activities, resources, lesson plans, and documents for those studying the Jamestown colony. Listed below are specific links to access this site:

<http://www.virtualjamestown.org/jsmap1.html>

John Smith's map of Virginia

[http://www.virtualjamestown.org/smith\\_voyages/jsmith\\_voyages.html](http://www.virtualjamestown.org/smith_voyages/jsmith_voyages.html)

Interactive Map of John Smith's voyages

[http://www.virtualjamestown.org/images/white\\_debry\\_html/white31.html](http://www.virtualjamestown.org/images/white_debry_html/white31.html)

John White's Engraving of Pomeiooc (an Algonkian Village) Includes Descriptions

<http://www.virtualjamestown.org/quicktime/pomeiooc.html>

John White's Village of Pomeiooc in Virtual Reality

[http://www.virtualjamestown.org/quicktime/jamestown\\_fort.html](http://www.virtualjamestown.org/quicktime/jamestown_fort.html)

Virtual Jamestown Fort

[http://www.virtualjamestown.org/jamestown\\_development/introduction.html](http://www.virtualjamestown.org/jamestown_development/introduction.html)

Patterns of Settlement

[http://www.virtualjamestown.org/fhaccounts\\_date.html](http://www.virtualjamestown.org/fhaccounts_date.html)

Original Accounts (pay special attention to accounts by John Smith, George Percy, Henry Spelman, John Rolfe, Proceedings of the Virginia Assembly, Richard Frethorne, the Papers relating to Bacon's Rebellion, the different references to the Indian attacks, Robert Beverly)

<http://www.virtualjamestown.org/documents1.html>

Contracts of Indentured Servants

<http://www.vcdh.virginia.edu/teaching/jamestown/affairs.html>

Lesson about the interaction of colonists and the Native Peoples

<http://www.vcdh.virginia.edu/teaching/jamestown/economy.html>

Lesson about the economics between the colonists and the natives

[http://www.virtualjamestown.org/percy\\_time.html](http://www.virtualjamestown.org/percy_time.html)

Timeline of first 90 days at fort (not the deaths)

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/S?ammem/lhbcbib:@OR(@field(AUTHOR+@od1(Glover,+Thomas,+ingenious+chirurgion+))+@field(OTHER+@od1(Glover,+Thomas,+ingenious+chirurgion+))))

[bin/query/S?ammem/lhbcbib:@OR\(@field\(AUTHOR+@od1\(Glover,+Thomas,+ingenious+chirurgion+\)\)+@field\(OTHER+@od1\(Glover,+Thomas,+ingenious+chirurgion+\)\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/lhbcbib:@OR(@field(AUTHOR+@od1(Glover,+Thomas,+ingenious+chirurgion+))+@field(OTHER+@od1(Glover,+Thomas,+ingenious+chirurgion+))))

Library of Congress special collection: The Capital and the Bay: Narratives of Washington and the Chesapeake Bay Region. This is a published account by Thomas Glover. It includes information on the production and desirability of tobacco, Native Americans, and a very interesting account of a mermaid in the Rappahannock River. Originally published in 1676.

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=2&itemLink=/ammem/m)

[bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=2&itemLink=/ammem/m](http://memory.loc.gov/cgi-bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=2&itemLink=/ammem/m)  
[tjhtml/mtjser8.html&linkText=6](http://memory.loc.gov/cgi-bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=2&itemLink=/ammem/m)

Library of Congress: The Thomas Jefferson Papers. This is a digital copy of a transcript of the Virginia Company of London's Charter.

<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm>

University of Groningen, The Netherlands: A legible copy of the original Virginia Charter.

<http://www.apva.org/jr.html>

Jamestown Rediscovery Project: historical and archaeological information. Includes an interactive map that details the findings at the actual Jamestown site.

## **Lesson 1: The Virginia Company of London and the Royal Charter**

**Time Estimated: 1-3 days**

### **Objectives:**

Students will:

1. Understand four of the five reasons for establishing the Virginia Company of London
2. Understand why England wanted a colony in the New World

## Materials:

For the whole class:

- A copy of the Virginia Charter from the Thomas Jefferson Papers for display  
<http://memory.loc.gov/cgi-bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=2&itemLink=/amem/mtjhtml/mtjser8.html&linkText=6>
- Access to the computers with Publisher program

Enough copies for individual students:

- *A Lion to Guard Us* and *Pocahontas and the Strangers* for literature circle reading (integrated into Language Arts curriculum)
- Copies of the following excerpts from the Virginia Charter of 1606, with original language and transcribed into modern language and spelling:  
<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm>

## Strategies:

1. **Hook:** Show students the transcript copy of the Charter. Explain that this is a copy of the Charter that gave the Virginia Company of London the right to establish a colony in the New World.
2. Students then divide into four to five groups. Each group gets an excerpt of the 1606 Virginia Charter.
3. Put these five phrases on the board: Raw Materials, Gold, France & Spain, Market, and Citizenship.
4. Explain that each group will be given a copy of one of the five quotes. As we read and decipher what the author was saying, they will need to identify which of the five topics he is referring to. The students will then share their quote with the class, and explain which of the five topics they felt it corresponded with.
5. After each group has presented, explain that these were five of the most important pieces of the Virginia Charter. Explain that four were reasons for colonizing (gold, raw materials, Spain and France, and to have a market in the New World), and that the last guarantees colonists the rights of British citizens.
6. As a whole class, brainstorm the kinds of people that would be helpful when colonizing a location. Workers, leaders, farmers, carpenters, etc, would all be needed.
7. The students need to create a draft of a Help Wanted Poster. The poster should include three things:
  - a. An "advertisement" that explains why they need colonists for Virginia (see the reasons for colonization)
  - b. An example of the kind of colonist that they want
  - c. The guarantee of British citizenship.

8. The students need to create a poster from this draft on Publisher, using the quick publication outlines. They can choose their individual design, but the template should be the same.
9. Students will be assessed on whether or not their statement accurately depicts one of the 4 reasons presented for establishing the colony and the guarantee of the rights of citizenship (5 points). Their poster should include a graphic that represents their reason (5 points). Their poster should include the kinds of colonists they are looking for (5 points). The students are also responsible for the conventions of the poster (5 points). Total: 20 points.

### **Differentiation:**

Students have the option to create posters as elaborate or as simple as they choose. Differentiation also occurs during Language Arts in the literature circles. The lower reading level should read *Pocahontas...* while the higher group reads *A Lion...* Higher level students could also be given the task of researching the defeat of the Spanish Armada by England, the Lost Colony of Roanoke, or other European colonies in the New World. This lesson also incorporates different learning styles: interpersonal, artistic, logical, visual, and auditory.

### **Lesson 2: The Site of the Jamestown Colony**

**Time Estimated: 1 day**

#### **Objectives:**

Students will:

1. Understand that the Jamestown fort was located on a peninsula on the James River
2. Understand the three reasons why the colonists chose that site.

#### **Materials:**

- Excerpts from George Percy's Letter from the Personal Narratives from the Virtual Jamestown Project, 1575-1705  
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1002>
- Excerpts from John Smith's *A True Relation of Such Occurances* from the Personal Narratives from the Virtual Jamestown Project, 1575-1705  
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1007>
- Drawing Paper
- Overhead projector

- Poster paper
- Coloring/Drawing utensils
- Model of the Jamestown Fort <http://www.virtualjamestown.org/mapz.html>
- A current map of Virginia

### **Strategies:**

1. **Hook:** Ask students: "Where was the Jamestown Colony located?"
2. Have students make suggestions as to where they think the colony was located. Then, show them on the map of Virginia the location on the James River where Jamestown was located.
3. Put up the three quotes on the overhead projector. Tell the students that each quote tells one reason for choosing the Jamestown location. Read the quotes and brainstorm with the class what they think the three reasons were. (Defense, moorage, water).
4. After identifying the three reasons, record them on a poster for the whole class.
5. Each student gets a sheet of drawing paper. Using Percy's description of the fort, they need to draw what they think the fort looked like. Be sure to read the quote first, and have students tell what they think it looked like.
6. **Closing:** Show the model of the Jamestown fort and have the students compare their drawings to the known fort.

### **Differentiation:**

Students should have the option of creating a three-dimensional model of the Jamestown fort. This should include information on why the fort was designed in a triangular shape and the three reasons for choosing the Jamestown site.

## **Lesson 3: Hardships in Virginia & Role of Native Americans** **Time Estimated: 2 days**

### **Objectives:**

Students will:

1. Understand the initial hardships that the colonists faced.
2. Understand that without the help of the Powhatans, the colonists would not have survived.

### **Materials:**

- Excerpts from George Percy's letters describing the food the colonists ate, the deaths, and the weather (the Freezing Time), as well as the Starving Time (Winter 1609) from the Personal Narratives from the Virtual Jamestown Project, 1575-1705  
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1002>  
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1063>

- Excerpts from John Smith's writing regarding relations with Pocahontas, Powahatan, and the settlers from the Personal Narratives from the Virtual Jamestown Project, 1575-1705  
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1007>
- John Rolfe's letter describing his decision to marry Pocahontas from Personal Narratives from the Virtual Jamestown Project, 1575-1705  
<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1047>
- Small book (possibly student-made) 3-4 pages long for students to use as a journal/diary. This will be their colonist's journal.
- Writing utensils.

### **Strategies:**

1. **Hook:** Have students brainstorm what they know about the interactions between the Native Americans and the Colonists. Much of this may come from movies (i.e. *Pocahontas*) or the books that we have been reading in Language Arts class. Record this brainstorm session on newsprint and keep it so it can be referred to later.
2. There are two dates that the students need to know about the struggles of the colonists: 1607-1608 winter (Freezing Time), and the winter of 1608-1609 (Starving Time). These were two of the harshest winters of the early colony. Most of the first two groups (over 500 total) died in these two winters.
3. Use the writings of Percy and Smith to create a juxtaposition of the colonists' suffering and the different things that the Powhatans did to help them.
4. Students should be put into small groups (two to three) with examples of the excerpts. Each group should read at least one example of the colonists and one of the Native Americans.
5. Using the information gathered, have students write a journal consisting of at least four entries. For each winter, the diary should have an entry from the perspective of a colonist and the perspective of a Native.
6. Students then need to create a sample person. This person is based on one of the entries that he/she created. The person can be Native or English. The student can create this person as a Jumping Jack, a paper-doll, a clothespin person, etc. This person should be dressed in a traditional way. Each student then needs to create a biography of the person that he/she created.

7. **Closing:** Students will present their sample person by reading their biographies and one journal entry. These sample people will be saved to be included in the museum final project.

### **Differentiation:**

Students are using different writing strategies in this project. They are also creating an artistic representation of their person. This can be as complicated or as simple as the students choose.

### **Assessment:**

1. Students will be graded on the historical accuracy of their journal entries. Do they accurately describe the hardships of the Freezing Time and the Starving Time? Are the journal entries written from the perspective of a colonist and a Powhatan? (10 points)
2. Students are assessed on the quality of their sample person. Does the person accurately depict either a Powhatan or an English Colonist? Is it thoughtfully and carefully created? (10 points)
3. Students are assessed on the quality of their biography. Their biography should include information on that person's role in Jamestown. What did this person do for the colony? What was this person's life like before he became a colonist, or before the colonists arrived? What did this character do after these horrible winters? Did he/she survive? (10 points)

## **Lesson 4: 1619 – The Year of Many Changes**

**Time Estimated: 2 days**

### **Objectives:**

Students will:

1. Understand that 1619 was an important year in Virginia because:
  - a. The House of Burgesses met for the first time
  - b. The first Africans arrived in Virginia, and
  - c. The Bride Ship set out from England.
2. Students will understand the importance of these events.

### **Materials:**

- The Runaway Indentured Servants lesson from Virtual Jamestown from Virginia Runaways: Runaway Slave advertisements from 18th-century Virginia newspapers.  
[http://www.vcdh.virginia.edu/teaching/jamestown/inden\\_runaways\\_2.html](http://www.vcdh.virginia.edu/teaching/jamestown/inden_runaways_2.html)
- Runaway Slave Advertisement from The Geography of Slavery in Virginia.

[http://www.vcdh.virginia.edu/saxon/servlet/SaxonServlet?source=/vcdh/xml\\_docs/slavery/ads/rg36.xml&style=/vcdh/xml\\_docs/slavery/ads/display\\_ad.xsl&ad=v1736100003&file=rg36](http://www.vcdh.virginia.edu/saxon/servlet/SaxonServlet?source=/vcdh/xml_docs/slavery/ads/rg36.xml&style=/vcdh/xml_docs/slavery/ads/display_ad.xsl&ad=v1736100003&file=rg36)

### **Strategies:**

1. **Hook:** Have students read an example of a runaway slave or indentured servant ad. How are they different? How are they the same? Create a Venn diagram to illustrate the differences. (Indentured servants were not considered property, usually from same country as master)
2. Introduce 1619 as an important year. Three things happened of major significance to the colony: the arrival of the first African Americans in Virginia, the General Assembly met for the first time, and women left England on the Bride Ship (they arrived in 1620). Present the information on the significance of these three events.
3. Students will write one article about each of these events. The article should include information about what the event is and why it is important. It should be written from the perspective of the colonial period.
4. Students use their articles to create a colonial newspaper. They will do this in Publisher.
5. **Closing:** Students will choose one article to read to the class.

### **Differentiation:**

Each student should write AT LEAST one additional article to add to their paper. This article should be on one of the other topics of Jamestown. It can be an advertisement, an opinion piece, a people's interest column, an obituary (Pocahontas or John Smith) or an advice column. These can be on such issues as tobacco use, the rights of British citizenry, moving west, interactions with the Natives, or any other topic that would be appropriate.

### **Assessment:**

1. Students are assessed on the historical accuracy of their articles. Does the student include information on why this is important? Did he/she include details about the event? 10 points
2. Students are assessed on the additional piece that they have written. The purpose of the article should be clear (to provide information, to express an opinion or an emotion, to persuade the reader to do something). The additional article should be based on an issue that the colonists at this time were facing, and should be historically relevant. 10 points

## **Lesson 5: Create the Exhibit**

**Time Estimated: 2 days**

### **Objectives:**

Students will:

1. Use the posters, journals, people, biographies, and colonial newspaper they have created to assemble and present their exhibit on Jamestown.
2. Set up their exhibit by organizing, arranging and improving on the components as needed.
3. Guide visitors through the exhibit by explaining and answering questions.

### **Materials:**

- Help Wanted posters (from Lesson 1)
- Journals from the points of view of colonists and Native Americans (from Lesson 3)
- Sample people and biographies (from Lesson 3)
- Colonial newspaper (from Lesson 4)
- Rubric (below)

### **Strategies:**

1. Have students work in four groups with each one assigned to set up either: posters, journals, people & biographies, or the colonial newspaper.
2. For each category students will need to arrange desks or tables for their exhibit items and set these up so that visitors can see and read them.
3. Each group should then examine the items in their section closely so they can be “experts” – explaining key points and answering visitors’ questions.
4. Visitors can include students from other classes and grades, as well as any invited adults.
5. When the exhibit “opens” visitors circulate and students assigned to each area explain important points to know and answer questions.
6. **Closing:** At the end of the exhibit or on the following day, students discuss what they have learned about Jamestown and each write their own summary paragraph.