

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
- 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

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.