

Ivey Center for the Cultural Approach to History

Lesson Plan

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| Lesson Name |
| **Roll for your Role: Was Success in the Jamestown Colony as Simple as a Role of the Dice?** |

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| Grades | Subject | Topic |
| 4th | Social Studies | Colonial America: Jamestown |

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| Overview/Summary: |
| In 1606 the Virginia Company of London, with the blessing of King James I, was granted a charter to establish an English colony in the “New World.” This colony would be tasked with settlement and turning a profit for the company. While the dream and potential for wealth was evident, how does a dream become reality? In this unit, students examine the establishment of the colony of Jamestown from multiple perspectives and ultimately see that the outcomes for these individuals were sometimes as uncertain as a roll of the dice. |

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| Unit Name | Estimated Time Needed for Lesson |
| Life in the Jamestown Colony: Don't Roll the Dice if You Can't Pay the Price! | 20 minutes/10 minutes for feedback. |

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| State/Common Core Standard, Grade Level & Description | | |
| *Standard Number* |  | *Detailed description of each standard.* |
| **Common Core Standards 4th Grade** |  |  |
| Literacy.RI.5.5 |  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more tests. |
| SS4H3 |  | The student will explain the factors that shaped British colonial America.  b.) Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans. |

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| **NCSS Theme** | **Description** |
| *Theme Number* | *Detailed description of each NCSS theme* |
| 1 | Culture |
| 2 | **Time, Continuity, and Change** |
| 3 | People, Places and Environment |
| 5 | Individuals, Groups, and Institutions |

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| **The Cultural Approach Category** | **Description** |
| *Category* | *Detailed description of each Category that is a focus of this lesson.* |
| Political | How did the political standings of each of the populations influence their status in the colony? |
| Economic | How did the economy play a role in each of the population’s daily lives and decisions? |
| Religious | How did the religious beliefs of each of the populations guide and influence their lives? |
| Social | How closely were the social aspects tied to the religious, political, and economic aspects of each of the populations? |

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| **Handouts/Materials/Textbook Pages/Web Links** |
| *List all of the materials in the lesson. List pages in textbooks and online links.* |
| **All Grade Levels:**   * Props for role play * Die for the game * Recording sheets for game * Writing graphic organizers * Skit handouts * PowerPoint presentation * Pencils * <http://www.historyisfun.org/jamestown2007//lessonPlans/africans.html> * <http://www.historyglobe.com/jamestown/> * <http://www.learnnc.org/lp/media/uploads/2009/05/inconveniencies.jpg> * <http://www.historyisfun.org/jamestown2007//lessonPlans/english.html> * <http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone> * <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/jamestown/> * <http://www.loc.gov/pictures/item/2001696963/> * [http://www.loc.gov/resource/g3880.ct000777/](http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/franklin/jamestown-settlement.jpg) * [http://memory.loc.gov/master/mss/mtj/mtj8/062/0000/0004.jpg](http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/franklin/jamestown-settlement.jpg) * [http://www.loc.gov/pictures/resource/cph.3b52560/](http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/franklin/jamestown-settlement.jpg) * <http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/franklin/jamestown-settlement.jpg> * [http://education-portal.com/academy/lesson/powhatan-confederacy-definition-history- quiz.html](http://education-portal.com/academy/lesson/powhatan-confederacy-definition-history-quiz.html) * <http://www.historyisfun.org/jamestown-settlement/history-jamestown/> * <http://www.nps.gov/jame/historyculture/african-americans-at-jamestown.htm> * <http://ed101.bu.edu/StudentDoc/Archives/ED101sp06/emilyo/SlaveryinJamestown.html> |

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| **Image** | **Description** | **Citation** | **URL** |
|  | Map showing the coast of Virginia with many islands just off the mainland, two Native territories, Secotan and Weapemeoc, and the Native community of Roanoak on an island at the mouth of a river. | Bry, T. D. (1590). The Englishmen's arrival in Virginia [engraving]. Retrieved from http://www.loc.gov/pictures/item/2001696963/ | <http://www.loc.gov/pictures/item/2001696963/> |
|  | Tobacco package label showing Pocahontas coming to the defense of Capt. John Smith and appealing to her father, Chief Powhatan, to spare his life. | Sarony, M. (1860). Powhatan Brand [Chromolighograph]. Retrieved from http://www.loc.gov/pictures/item/2001696109/ | <http://www.loc.gov/pictures/item/2001696109/> |
|  | Charters of the Virginia Company | Charters of the Virginia Company of London. (1606). Retrieved from http://memory.loc.gov/cgi-bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=3 | <http://memory.loc.gov/cgi-bin/ampage?collId=mtj8&fileName=mtj8page062.db&recNum=3> |
|  | Map of Jamestown Colony | White, J. (1590). Vero Sereniss [Map]. Retrieved from http://www.loc.gov/resource/g3880.ct000777/ | <http://www.loc.gov/resource/g3880.ct000777/> |

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| **Guiding Questions** |
| *What should students know or understand at the completion of the unit or lesson?* |
| 1. What goals did King James I hope to accomplish in sending people to the New world? How would this endeavor benefit him if it were successful in meeting his goals? Were those goals reached or did they have to be modified?  2. What obstacles did the varying perspectives (settler, Native American, indentured servant, slave) face during the colonization of Jamestown?  3. What was the goal of the Virginia Company in sending people to the New World? How would this endeavor benefit the company if it were successful in meeting the goals? Were those goals reached or did they have to be modified?  4. How were the Native Americans impacted by the colonization of Jamestown? What kinds of relationships were formed?  5. What role did indentured servants and slaves play in helping settlers achieve success?  6. What role did Native Americans play in helping settlers achieve success? |

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| **Indicators of Achievement** |
| *List all of the important indicators of achievement (important people, places, and events) and vocabulary that students will need to know at the conclusion of the lesson.* |
| * Charter * Indentured Servitude * Indentured Servant * John Rolfe * John Smith * Powhatan * Slave * Virginia Company |

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| **Assessment Strategies** |
| *Describe the assessments that will be used during the unit.* |
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| **Teaching Strategies** |

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| **Sparking Strategy/Warm-Up** |
| *Sparking Strategy (Lesson introduction)* |
| * Role play with some of the characters on board the Susan Constant. A scripted skit is provided with the lesson. |

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| **Lesson Procedures** |
| *In a numerical list provide a step by step outline of the lesson. Include questions you will ask the students and material you will use.* |
| **Outline (Steps also clarified in Guide Sheet)** |
| 1. Building Background  * After the warm up activity, a brief PowerPoint focusing on the history of the Virginia Company and the establishment of the Jamestown Colony will be shared  1. Group Work  * Students will be asked to come to the carpet and create a circle. Procedures for the game will be given. * Students will be provided with a die. The die will consist of four different characters represented in the Jamestown colony: an English settler, a Native American, a slave, and an indentured servant. Students will role to determine which role they will fill. * Once the students have rolled to choose a character, they will be given another die to roll that corresponds with possible outcomes for the character. * Students will receive a recording sheet so they are able to record which character they received and what their outcome was. They will be using this information later during their writing piece. * The students will continue to roll until everyone in the group has had a turn. * MODIFICATION: If you are working with a large group of students, you may want to divide them into groups of 10 and have them play separately. |

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| **Differentiation** |
| *Think about students’ skill levels, intelligences, and learning styles.* |
| Adaptations:   * Information will be presented in a kinesthetic manner through the group work. It will be presented visually and auditory through the use of the PowerPoint and discussion. * Students who may struggle with the writing piece will be presented with a graphic organizer to allow brainstorming before the writing process begins.   Extension:   * Compare and contrast how different your life would have been if you had represented a different population. * Compare and contrast why the Jamestown colony succeeded whereas other colonies such as Roanoke did not. * How was the Jamestown Colony the same or different than the Williamsburg settlement? |

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| **Summarizing Strategies/Synthesizing Activity** |
| *The strategies to allow students to summarize what they learned in the lesson.* |
| Wrap Up – Bringing It All Together:   * Based on knowledge gained through lesson activities, students will summarize by writing a poem about a colonist using the following format:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Name/Type of Colonist  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Two Verbs that Show What this Colonist Might Be Doing  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  Three Adjectives that Might Describe this Colonist  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  One Sentence about this Colonist’s New Home in Jamestown  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Synonym for Colonist |

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| **Evaluation** |
| Using text and primary sources from the lesson, students write a diary entry from the perspective of the colonist they assumed through the lesson activity. Journal entries should address the following:   * **Date** (*May range from December 1606 through July 1607 as long as content of journal entry aligns with date selected. For example, in February 1607 the colonists would still be onboard the ship.*) * **Description of their colonist** *(This is an opportunity to discuss religious or political beliefs about this venture that may likely have been held by your colonist).*   *(Address the aesthetic components of this experience. Use sensory language).*  }   * **Description of setting (Ship or Jamestown)** * **Feelings upon arrival**   *(This is an opportunity to address the economics of your situation as well).*  }   * **Hopes and dreams** * **Worries** * **Something about the other colonists**   Journal entries will be evaluated using the provided rubric. An alternative to this design would be to have the select a role other than the one portrayed during the activity. This will allow for students to learn from multiple perspectives. |

**Role Play of Colonists’ Journey to Jamestown**

**Roles: Narrator Colonist #1 Props:**

**Newsboy/girl Colonist #2 Telescope**

**King James I Sailor #1 Fencing**

**Edward Winfield Picture of or Toy Ship**

**Captain John Smith Parchment Paper**

**Newsboy/girl: (Hold up parchment as if making an announcement)**

Make way for the New World! Ladies and Gents the time has come! The Virginia Company of London is selling shares. Who will step up to be a part of this successful venture?

**Narrator:**

In 1606 the Virginia Company of London received a charter from King James I. Virginia Company was a joint-stock company which meant people who purchased shares invested in the outcome of the colony. Does it sound like gambling? It should!

**King James I: (Seated at his throne and speaking as though making a command)**

It shall be the task of theVirginia Company to bring profit to its shareholders and to establish an English colony in the New World.

**Narrator: (Hold up ship and move as if sailing across the ocean)**

Three ships, *The Susan Constant*, *Godspeed* and *Discovery* sailed from England in December 1606 with over 100 men and boys on board. In May 1607, the ships anchored in Virginia, off of Jamestown Island, the place selected by settlers to build their fort.

**Sailor #1: (Looking through telescope)**

Land is ahead Captain, it won’t be long now. This shall be an ideal settlement and will meet all the requirements of the company. The water will provide for our defense and will make anchoring the ships easier.

**Smith:** That is good news indeed. These months have been long and hard for these men. We are low on supplies and talk is tense. We need to get on land and soon.

**Narrator: (Set ship on ledge of board as though anchoring)**

Survival was not the only thing weighing on the men. Remember the charter? The early colonists had to make a profit for the stockholders of the Virginia Company. Snce gold was not washing up at their feet they would have to find riches in this New World some other way.

**Colonist #1 & #2: (Whispering to each other and not looking happy when the Captain walks up)**

Good day, Sir.

**Winfield:** Good day, men. What do you make of our settlement?

**Colonist #1:** It’s a fine settlement sir.

**Colonist # 2:** Yes sir, just fine.

**Winfield:** Your face does not reflect your optimism. You look concerned.

**Colonist #1:** Well Sir, it is a bit swampy.

**Colonist #2:** And the river water – it’s brackish. We can’t survive on brackish water Captain.

**Colonist #1:** And what about the savages sir? The Natives? We are quite exposed as we stand.

**Winfield:** We must begin fortifications at once and ready for planting.

**(Colonists and Captain walk off – others come in and set up fencing to resemble pallisades)**

**Narrator:** A month later...

**Smith:** The fortification is coming along well and should secure us from potential attacks, but we have nothing for crops. Have we no one with farming experiences? Where are our laborers? I see we scarcely know how to build or fish. Who exactly have we got with us on this Godforsaken island?!

**Winfield:** Panic does not produce results Captain. Now that have made settlement, I am sending Captain Newport back to England for supplies that will ensure sustainability.

**Narrator:** Captain Newport departed that June but as he left many of the men succumb to disease and died. So who was inhabiting Jamestown? And would their fate be?

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| **Colonist's Journal Entry Evaluation Rubric**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Sentences & Paragraphs** | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the journal entry was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure journal entry was about. | The journal entry seemed to be a collection of unrelated sentences. It was very difficult to understand. |
| **Content Accuracy** | The journal entry contains at least 8 accurate facts about the topic. | The journal entry contains 5-7 accurate facts about the topic. | The journal entry contains 2-4 accurate facts about the topic. | The journal entry contains no accurate facts about the topic. |
| **Length** | The journal entry is 10 or more sentences. | The journal entry is 8-9 sentences. | The journal entry is 5-7 sentences. | The journal entry is less than 5 sentences. |
| **Neatness** | Journal entry is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Journal entry is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care. | Journal entry is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Journal entry is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |
| **Grammar, Spelling, Capitalization, & Punctuation** | Writer makes no errors in grammar, spelling, capitalization, and Punctuation. | Writer makes 1-2 errors in grammar, spelling, capitalization, and punctuation. | Writer makes 3-4 errors in grammar, spelling, capitalization, and punctuation. | Writer makes more than 4 errors in grammar, spelling, capitalization, and punctuation. |