



**History**  
a cultural approach

Ivey Center for the Cultural Approach to History

Lesson Plan Template

Lesson Name

Journey to Jamestown: Unit Plan

Author(s)

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Grades	Subject	Topic
4th	History	The Early Exploration of North America

Overview/Summary:

In the early 1600's England wanted to be a part of the exploration of the new land. Their goal was to obtain profitable resources. The early settlers were not equipped to maintain the land or to harvest crops. They almost perished due to their inability to live off of the land. In this unit, students will learn about the way of life during the settlement of Colonial Virginia.

Unit Name

Estimated Time Needed for Lesson

Early Exploration: Journey to the settlement of Jamestown

~ 5 day unit

State/Common Core Standard, Grade Level & Description

<i>Standard Number</i>		<i>Detailed description of each standard.</i>
<b>Georgia Performance Standards</b>		
SS4H1	4	The student will describe how early Native American cultures developed in North America. b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.
SS4H2	4	The student will describe European exploration in North America. a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English

		<p>explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier.</p> <p>b. Describe examples of cooperation and conflict between Europeans and Native Americans.</p>
SS4H3	4	<p>The student will explain the factors that shaped British colonial America.</p> <p>b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.</p>
SS4G2	4	<p>The student will describe how physical systems affect human systems.</p> <p>a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.</p> <p>b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.</p>
SS4E1	4	<p>The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).</p> <p>b. Explain how price incentives affect people’s behavior and choices (such as colonial decisions about what crops to grow and products to produce).</p> <p>e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).</p>
<b>Map and Globe Skills</b>		
1	4	Use cardinal directions
2	4	Use intermediate directions
3	4	Use a letter/number grid system to determine location

5	4	Use inch to inch map scale to determine distance on map
6	4	Compare and contrast the categories of natural, cultural, and political, resource, product and economic maps
7	4	Use a map to explain impact of geography on historical and current events
8	4	Draw conclusions and make generalizations based on information from maps
9	4	Use latitude and longitude to determine location
<b>Common Core Standards</b>		
CCSS.ELA-LITERACY.RI.4.3	4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-LITERACY.RI.4.4	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
CCSS.ELA-LITERACY.RI.4.7	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-LITERACY.SL.4.1.D	4	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-LITERACY.SL.4.2	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>NCSS Theme</b>	<b>Description</b>
<i>Theme Number</i>	<i>Detailed description of each NCSS theme</i>
1	<b>Culture-</b> Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.
2	<b>Time, Continuity, and Change-</b> Human beings seek to understand their historic roots and to locate themselves in time. Knowing what things were like in the past and how things change and develop helps us

	answer important questions about our current condition.
3	<b>People, Places, and Environment-</b> Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.
5	<b>Individuals, Groups, and Institutions-</b> Institutions exert enormous influence over us. Institutions are organizations that embody and promote the core social values of their members. It is important for students to know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

<b>The Cultural Approach Category</b>	<b>Description</b>
<i>Category</i>	<i>Detailed description of each Category that is a focus of this lesson.</i>
Social	<ul style="list-style-type: none"> <li>• King wants respect</li> <li>• Second charter was to bring order and discipline</li> <li>• Natives were becoming more peaceful</li> </ul>
Economic	<ul style="list-style-type: none"> <li>• Commodities and riches</li> <li>• Goods and silk</li> <li>• Gold and precious stones</li> <li>• Trade</li> </ul>
Political	<ul style="list-style-type: none"> <li>• King previously made peace with Spain</li> <li>• King desired peace</li> <li>• Position of leadership</li> <li>• King granted the Virginia Co. Charter to settle and civilize</li> <li>• World power</li> </ul>
Intellectual	<ul style="list-style-type: none"> <li>• To become wise</li> <li>• Teaching of Christianity to Natives</li> </ul>
Religion	<ul style="list-style-type: none"> <li>• Glory of God</li> <li>• Deliver Christian influence</li> <li>• Spreading and teaching the word of God</li> </ul>

	<ul style="list-style-type: none"> <li>• King's devotion to God</li> </ul>
Aesthetic	<ul style="list-style-type: none"> <li>• Gold and precious stone</li> <li>• Trade and creation of glasses and feathers</li> <li>• Clothing (Gentleman in their best clothes and Indians naked)</li> </ul>

**Handouts/Materials/Textbook Pages/Web Links**

*List all of the materials in the lesson. List pages in textbooks and online links.*

**All Grade Levels:**

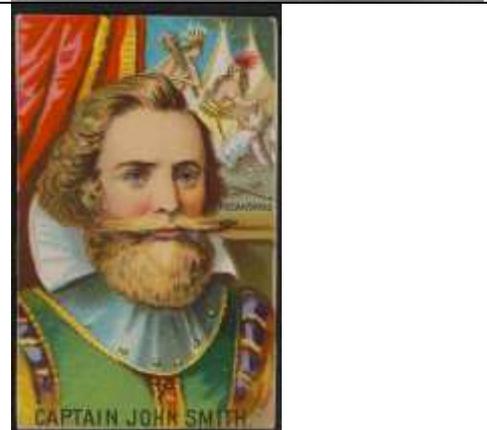
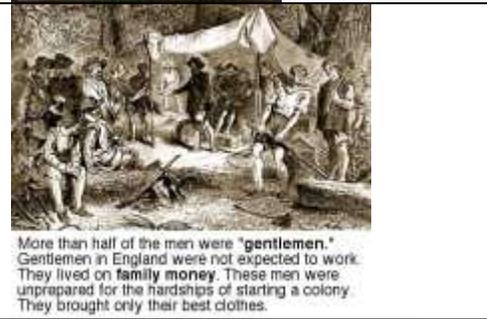
- Aurasma App <https://itunes.apple.com/us/app/aurasma/id432526396?mt=8>
- Smart device with camera capabilities
- The Journey to Jamestown PowerPoint
- The Cultural Connection Graphic Organizer
- Voyage across the Atlantic: Route tracing activity
- Assessment: Cultural Approach Sort Activity

Image	Description	Citation	URL
	The settlement at Jamestown: Native American Village	Mumpower, Jackie. (2015). Personal collection. Columbus, GA.	
	The Settlement at Jamestown	Mumpower, Jackie. (2015). Personal collection. Columbus, GA.	

		<p>John Smith Statue</p>	<p>Mumpower, Jackie. (2015). Personal collection. Columbus, GA.</p>	
		<p>Pocahontas Statue</p>	<p>Mumpower, Jackie. (2015). Personal collection. Columbus, GA.</p>	
		<p>Jamestown America's First Permanent Settlement</p>	<p>Google Images - Jamestown America's First Permanent Settlement</p>	<p><a href="http://mrnuusbaum.com">mrnuusbaum.com</a></p>
		<p>Christopher Columbus.</p>	<p>History.com Staff, History.com, 2010, Columbus lands in South America, <a href="http://www.history.com/this-day-in-history/columbus-lands-in-south-america">http://www.history.com/this-day-in-history/columbus-lands-in-south-america</a></p>	<p><a href="http://www.history.com/this-day-in-history/columbus-lands-in-south-america">http://www.history.com/this-day-in-history/columbus-lands-in-south-america</a></p>
		<p>The ships of Christopher Columbus, the Nina, the Pinta, and the Santa Maria.</p>	<p>Walker, Memory, 2003, <a href="http://ed101.bu.edu/StudentDoc/Archives/spring03/mmwalker/Site/explorersbios.html">http://ed101.bu.edu/StudentDoc/Archives/spring03/mmwalker/Site/explorersbios.html</a></p>	<p><a href="http://ed101.bu.edu/StudentDoc/Archives/spring03/mmwalker/Site/explorersbios.html">http://ed101.bu.edu/StudentDoc/Archives/spring03/mmwalker/Site/explorersbios.html</a></p>

		orsrbios.html	
 <p><b>Map</b> Voyages of Columbus, 1492-1502</p>	Voyage of Columbus Map	Macmillan/McGr aw-Hill, The United States: Early Years, 2015	
<p><b>Primary Sources</b></p> <p>Not only have [Native Americans] shown themselves to be very wise peoples . . . providing for their nations . . . and making them prosper in justice, they have equalled many diverse nations of the world . . .</p> <p>A section from <i>History of the Indies</i> by Bartolomé de Las Casas, 1563</p> 	Excerpt from History of the Indies	Macmillan/McGr aw-Hill, The United States: Early Years, 2015	
 <p><b>Map</b> Routes of Spanish Explorers</p>	Routes of Spanish Explorers	Macmillan/McGr aw-Hill, The United States: Early Years, 2015	
 <p><b>Map</b> The Search for a Northwest Passage</p>	The Search for a Northwest Passage	Macmillan/McGr aw-Hill, The United States: Early Years, 2015	

		<p>King James I</p>	<p>My Interesting Facts, 2014, <a href="http://www.myinterestingfacts.com/king-james-1-facts/">http://www.myinterestingfacts.com/king-james-1-facts/</a></p>	<p><a href="http://www.myinterestingfacts.com/king-james-1-facts/">http://www.myinterestingfacts.com/king-james-1-facts/</a></p>
		<p>The 3 ships in the harbor at Jamestown</p>	<p>Mumpower, Jackie. (2015). Personal collection. Columbus, GA.</p>	
		<p>The Voyage to Jamestown on the ships</p>	<p>History Is Fun</p>	<p><a href="http://www.historyisfun.org">www.historyisfun.org</a></p>
		<p>Map showing the coast of Virginia with many islands just off the mainland.</p>	<p>Bry. Theodor de, engraver (1590). The Englishmen's arrival in Virginia. Library of Congress Rare Book and special Collections Division. Washington, DC.</p>	<p><a href="http://hdl.loc.gov/loc.pnp.cph.3b01308">http://hdl.loc.gov/loc.pnp.cph.3b01308</a></p>

	<p>Reproduction of engravings featuring John Smith, James I, Pocahontas, Capt. Newport, Bacon and Berkeley</p>	<p>Library of Congress Prints and Photographs Division. (1904). Virginia 1606. Washington, DC</p>	<p><a href="http://www.loc.gov/pictures/item/2005688548">http://www.loc.gov/pictures/item/2005688548</a></p>
	<p>Captain John Smith</p>	<p>W. Duke, sons &amp; Co. (1888) Library of Congress Prints and Photographs Division. Washington, DC</p>	<p><a href="http://hdl.loc.gov/loc.pnp/pp.print">http://hdl.loc.gov/loc.pnp/pp.print</a></p>
 <p>More than half of the men were "gentlemen." Gentlemen in England were not expected to work. They lived on family money. These men were unprepared for the hardships of starting a colony. They brought only their best clothes.</p>	<p>Gentlemen of Jamestown were not used to work and therefore unprepared for the hardships.</p>		<p><a href="http://www.watertown.k12.ma.us/cuniff/americanhistorycentral/04encountersinthetheamericas/Success_at_Jam.html">http://www.watertown.k12.ma.us/cuniff/americanhistorycentral/04encountersinthetheamericas/Success_at_Jam.html</a></p>
	<p>The Starving Time on the Ship</p>		

	<p>Tobacco package label showing Pocahontas coming to the defense of Capt. John Smith and appealing to her father, Chief Powhatan, to spare his life.</p>	<p>Sarony, M. (1860). <i>Powhatan Brand</i> [Chromolithograph]. Retrieved from <a href="http://www.loc.gov/pictures/item/2001696109/">http://www.loc.gov/pictures/item/2001696109/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2001696109/">http://www.loc.gov/pictures/item/2001696109/</a></p>
	<p>Captain John Smith's Map of Virginia</p>	<p>Jamestown Envisionings, Virtual Jamestown, Virginia Center for Digital History, University of Virginia (<a href="http://www.virtualjamestown.org/maps.html">http://www.virtualjamestown.org/maps.html</a>).</p>	<p><a href="http://www.virtualjamestown.org/maps.html">http://www.virtualjamestown.org/maps.html</a></p>

### Guiding Questions

*What should students know or understand at the completion of the unit or lesson?*

#### **All Grade Levels:**

- How did the geography and climate impact life in the New England colonies? Mid-Atlantic? Southern colonies?
- How does location affect economic activity?
- How were the economies alike and different in each of the colonial regions?
- How were the lives of various people alike and different (large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans)?
- How does geography effect the economy of a region?
- What challenges do people face when moving to new areas?

### 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.*

- Christopher Columbus
- John Cabot
- Henry Hudson
- King James I
- John Smith
- Landowners
- Farmers
- Indentured servants
- Native Americans
- England
- Mid-Atlantic
- Jamestown, VA
- Atlantic Ocean
- North America
- Europe
- Asia
- The settlement of Jamestown
- Trade
- Starving Times
- Merchant Company
- Virginia Company
- Charters I & II
- Expedition
- Voyage
- Explorers
- Colony
- Longitude
- Latitude
- North
- South
- East
- West
- Pocahontas
- John Smith
- Powhatan
- Tobacco
- John Rolfe
- Cash Crop

**Assessment Strategies**

*Describe the assessments that will be used during the unit.*

Cultural Approach Categories Sort Activity: Students will sort facts from the unit into the appropriate CA categories.  
 Unit Test: 10 question assessment to determine student understanding at the conclusion of the unit.

**Teaching Strategies**

5 min	Introduction of Aurasma triggered video, including warm-up	~45 min on day 4 & ~15 min on day 5	Primary Sources and Secondary source Analysis lessons and research		
~ 35 min each for days 1-3	*See individual days for activities, research, lessons, etc.	~20 min on day 5	Sorting Activity/Unit Assessment		
		<i>Describe all of the teaching strategies that you will be using in this lesson. In the squares calculate the percentage of the lesson that the strategy will take. For example in an hour lesson, lecture should take no more than 25% (15 min) of the lesson.</i>			

**Sparking Strategy/Warm-Up**

*Sparking Strategy (Lesson introduction)*  
 Students will receive a picture that, when used with the Aurasma app, will play a video on a classroom smart device. They will watch the short video that is triggered by the app.

**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)**

- Day 1: Students will view the powerpoint. They will begin by reviewing the explorers that they have previously learned. Students will demonstrate recall by answering questions such as:
  - What were the early explorers looking for? Why did they come to the new world?
  - Explain Christopher Columbus' journey. What was his reason for coming to the new world? How did he get here? Who came with him? Explain some hardships that they faced.
  - Where did the explorers come from?
  - Where did the explorers settle?

- What were the reasons that England wanted to send the explorers?
2. Day 2: Students will analyze a video/written transcript of King James I. They will complete the Cultural Connection Graphic Organizer as they listen and follow along.
    - Use Cultural Connection Graphic Organizer, video linked to powerpoint picture of King James I, and Cultural Approach categories descriptions.
  3. Day 3: Students will research the three ships (Susan Constant, Godspeed, and Discovery) by using the facts presented, a short video, and their textbook. They will demonstrate knowledge of the ships, the explorers, how they came to land at Jamestown, and why they choose to settle there.
    - Optional: Students can be broken into groups to complete research and report their findings on their assigned topics to the class in the form of a presentation (poster, brochure, song, etc.)
    - Students will demonstrate map/globe skills by completing the Map Route activity. Students use color pens and the globe representation to retrace the route of the 3 ships that they have researched.
    - Students can complete research with the 2 short videos that describe and illustrate life on the ships.
  4. Day 4 & 5 : Students will learn to evaluate and use primary and secondary resources.
    - Students will answer the following questions: What is a primary resource? How do primary and secondary sources differ? Why is it important for you to use primary resources as much as possible?
    - SEE the Fact Sheet: Primary sources to guide student understanding.
    - Students will view the primary sources in the PowerPoint presentation and analyze the images to determine a variety of points of view and perspectives of events, issues, people, and places associated with the research on the early exploration of North America.
  5. Day 5 cont'd: Students will complete the Cultural Approach Categories sort and 10 question unit assessment to demonstrate mastery of the unit and standards.

### **Differentiation**

*Think about students' skill levels, intelligences, and learning styles.*

Students can be given a hard copy of the PowerPoint in order to take notes. (Visual)

Students will watch several short videos during the unit. (Visual & Auditory)

Students will work in small groups to complete activities. (kinesthetic, visual, auditory)

Students will use technology during the unit. (kinesthetic, visual, auditory)

Students are given a sorting activity for assessment (Kinesthetic, visual) and a written assessment (visual)

Students will be given opportunities to watch videos, given written transcript of King James I interview, and work in cooperative groups in order to differentiate instruction throughout the unit.

### **Summarizing Strategies/Synthesizing Activity**

*The strategies to allow students to summarize what they learned in the lesson.*

Students will analyze several different sources throughout the unit in order to determine the themes, importance of events and people. Students will demonstrate mastery by analyzing primary sources in the unit to determine and research a variety of viewpoints as they pertain to the early exploration of North America.

### **Evaluation**

- Cultural Approach Categories Sorting Activity
- Unit Assessment

### **Additional Citations (as needed)**

Aurasma video – The Jamestown Colony <https://www.youtube.com/watch?v=ZINHFyVDp3s>  
Aurasma Trigger Picture: Jamestown America's First Permanent Settlement [mrunusbaum.com](http://mrunusbaum.com)  
McMillan McGraw Hill TimeLinks Maps (online textbook)  
HISTORY a cultural approach 2013 The Caroline Lawson Ivey Memorial Foundation, Inc  
Video – Voyage to Virginia – History Is Fun [www.historyisfun.com](http://www.historyisfun.com)  
Video – Anna's Adventures: Ship Shape [www.historyisfun.com](http://www.historyisfun.com)  
Video – SHIPS: Jamestown Settlement By Darin Detwiler [www.youtube.com](http://www.youtube.com)  
Video – Death at Jamestown – [www.history.com](http://www.history.com)  
Video – Economics of Jamestown – [www.historyisfun.com](http://www.historyisfun.com)