

# Waynesburg University TPS Unit Outline



## TEACHING *with* PRIMARY SOURCES

**Title of Learning Unit:** The True Story of Jamestown

**Subjects:** History, Geography, Anthropology

**Grade Level/Range:** 1<sup>st</sup>-3<sup>rd</sup> Grade

**Overarching Goal or Concept for the Learning Unit:** In this lesson, we will learn the truth about Jamestown! We will learn about Pocahontas, important figures, and the events that happened. The goal for this lesson is to learn the history facts and learn about them in a fun way!

**Overview:** In this unit, the students will learn about the truth of Jamestown. The students will learn about the facts concerning Pocahontas and the differences between Indians and Europeans. The students will also read a book about the important people that helped establish Jamestown. Lastly, the students will make a timeline of the events that occurred during the established of Jamestown. This unit should allow the students to learn the truth and use it on their own.

**Written By:** Danielle Benson, Carly Burt, Beonka Salazar

**Date:** December 2012

**Pre-instructional Assessment/Introduction:** The teacher will come into the classroom with a bag. The bag will contain items that relate to Jamestown. Some of the items could be feather bands that Indians wore, moccasins, "fake" bow, European clothing such as hard hats, boots, and "fake" pistol. The teacher will ask the students if they know what each item is used for and who uses each item. The teacher will discuss what each item represents. The teacher will ask the students if they have ever seen Pocahontas. The teacher will have the students explain what happens in the movie. Finally, the teacher will explain to the students that we will be learning about Jamestown, which happened between the Indians and Europeans. The teacher will then pass out the pre-test which contains ten questions that include true and false and multiple choices questions. The test will ask the students about Jamestown and about the people that were involved.

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## Jamestown Pre-Test:

Name: \_\_\_\_\_

- |                                                     |        |
|-----------------------------------------------------|--------|
| 1. Jamestown is in Pennsylvania.                    | T or F |
| 2. Pocahontas married John Smith.                   | T or F |
| 3. They traveled by ships.                          | T or F |
| 4. Europeans and Indians were involved.             | T or F |
| 5. Jamestown came about in 1612.                    | T or F |
| 6. Spain had the most power in Europe at this time. | T or F |
| 7. The journey took one night.                      | T or F |
| 8. Who is the real Pocahontas?                      |        |



9. Who is the right John Smith?



10. Circle the Indian.



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## Lesson #1: Who is Pocahontas?

**Created By:** Danielle Benson

### Overview of Lesson:

In this lesson, the students will compare information they already know about Pocahontas to the true information. The students will get the chance to draw pictures and write a sentence about the true information. The students will also hear a story about the Indian princess.

### PA Standards:

8.1 Historical Analysis and Skills Development  
Grade Level: 1  
8.1.1.C: Identify sources of historical information.

### Common Core:

1.4 Writing  
CC.1.4.1.H Form an opinion by choosing among given topics.

**Investigative Question for this activity:** What is the true story about Pocahontas?

### Objective(s):

- After being presented the two pictures, the students will be able to compare and contrast the two photos by finding two differences and two similarities with 100% accuracy.
- After comparing the pictures, the students will be able to draw a picture and write one sentence on what they think really happened with three or less grammar errors.

### Materials:

Teacher:

Book, *The True Story of Pocahontas*, by Lucille Rech Penner.  
Projector  
Disney's Pocahontas Picture- <http://www.jonathanrosenbaum.com/?p=6840>  
Picture paper with lines

Students:

Pencils  
Crayons  
Lined Paper  
Social Studies Books(1<sup>st</sup> grade books)

### Print Sources:

Primary Source- The wedding of Pocahontas with John Rolfe  
<http://www.loc.gov/pictures/item/2006677657/>  
Disney's Pocahontas Picture- <http://www.jonathanrosenbaum.com/?p=6840>

### Student Learning Process:

Introduction: I will start the lesson by asking the students what they know about Pocahontas. I will then explain to the students that historical facts can be told differently throughout the years. I will then explain that primary sources can help us determine the

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true facts from a certain time in history. I will explain to the students that today we will be looking at a primary source from the time of Pocahontas and we will look at a picture from the Disney movie. We will then pick out two differences and two similarities within the two pictures. We will then listen to a story about Pocahontas. Lastly, we will draw a picture and write one sentence on what we believe really happened in Pocahontas' story.

<b>Steps</b>	<b>Key Questions</b>
I will then place the primary source and the Disney picture on the projector. I will also give each student their own copy of each. I will then have the students look at each picture carefully. I will explain to the students that in the primary source the man's name is John Rofle and in the other picture the man's name is John Smith. I will explain to the students that we will be pointing out two similarities and two differences from the two photos. We will then write them down. I will do one example with the students. I will look at the two pictures and point out one similarity.	<ul style="list-style-type: none"> <li>- What does similar mean?</li> <li>- What does difference mean?</li> <li>- Why is this a similarity?</li> </ul>
I will ask the students to get out one sheet of paper. I will remind them to write their names on the top of the paper. I will then have the students write down on the lined paper two differences and two similarities that they found within the two pictures. I will monitor the students' understanding by walking around the room.	
After the students finish, I will bring the students' attention to the front of the classroom. I will then go around the room and have each student give me one similarity and one difference that they picked out.	<ul style="list-style-type: none"> <li>- Why did you choose that?</li> <li>- How is that a difference/similarity?</li> </ul>
I will then ask the students to come back to the reading rug. I will explain to the students that we will be reading a story about Pocahontas. I will explain to the students that this book might be different than the Disney movie. I will ask the students if they have all seen the Disney movie. If some students have not seen that movie, then I will ask one student that has seen the movie to explain it to the other student(s). I will then begin reading <i>The True Story of Pocahontas</i> . I will not tell the students that this is the true story. This will allow the students' minds to wander.	<ul style="list-style-type: none"> <li>- What do you think will happen next?</li> <li>- Do you really think that happened?</li> <li>- Do you think the Disney movie is the true version?</li> <li>- Why do you think that happened?</li> </ul>
After I finish the story, I will ask the students to tiptoe back to their seats. I will then ask one student to pass out the picture paper that is provided with lines. I will ask the students to	<ul style="list-style-type: none"> <li>- Why do you believe this happened?</li> </ul>

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<p>get out their pencil boxes. I will explain to the students that they will be drawing a picture and writing one sentence about the story of Pocahontas. I will explain to the students that they will be drawing and writing about the information they believe is correct. I will explain that it can be about the Disney movie or the book or a combination of both. I will walk around the room to monitor the students' understanding of the directions and the information.</p>	
<p>I will then ask the students to explain their pictures to the class.</p>	<ul style="list-style-type: none"> <li>- Why did you draw and write about that?</li> <li>- Why do you believe that what you drew is the true story?</li> </ul>
<p>I will then ask the students to get out their social studies book. I will then read the section about Pocahontas to the students. I will explain to the students that this is the true story of Pocahontas.</p>	

**Closure:** I will end the lesson by having each student compare their drawings to the information that they just read. I will have the students tell me what they would change in their drawings and sentences to make it the correct information. Finally, I will collect the drawings and the papers that contain the two differences and the two similarities.

**Modifications/Accommodation Techniques for Students with Special Needs:**

Enrichment activities:

These students will be able to enrich their learning by being provided with vocabulary words that they must add in their sentence.

Modifications/accommodations:

These students will be able to write key words about their picture if they struggle with writing sentences.

**Formal Assessment:** Rubric (Below)

**Informal Assessment:** Participation

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### Analysis of A Work of Art : Pocahontas, fact and fiction

CATEGORY	10	8	4	2
Analysis	The student analyzes the picture and finds two differences and two similarities within the two pictures that are provided.	The student analyzes the picture and finds one difference and one similarity within the two pictures that are provided.	The student struggled to analyze the picture and finds only one difference or only one similarity within the two pictures that are provided.	The student struggled to analyze the picture and was unable to find two differences and two similarities.
Writing	Makes connections to the information and uses complete sentences and correct grammar. The sentences support the drawing.	Makes connections to the information and makes few errors within the sentences. The sentences support the drawing.	Makes few connections to the information and makes several errors within the sentences. Only one of the sentences supports the drawing.	Makes no connections to the information and makes several errors within the sentences. The sentences do not support the drawing.
Drawings	Makes connections to the information and is drawn and colored clearly and neatly. The drawing supports the sentences.	Makes connections to the information and is colored somewhat neatly. The drawing supports the sentences.	Makes few connections to the information and is somewhat colored. The drawing only supports one sentence.	Makes no connections to the information and is not colored at all. The drawing does not support the sentences.

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## Lesson #2: Indians and Europeans- What's the difference?

**Created By:** Beonka Salazar

### Overview of Lesson:

In this activity, the students will be able to find the differences and similarities between the Indians and Europeans. The students will then think as if they were an Indian and a European. The students will get to generate ideas and questions about the feelings of the Indians and/or Europeans.

### PA Standards:

8.1: Historical Analysis and Skills Development

Grade 3

8.1.3.3- Identify fact, opinion, multiple points of view and primary sources as related to historical events.

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.1.O

Include thoughts and feelings to describe experiences and events.

### Investigative Question for this activity:

What are the similarities and differences between Indians and Europeans?

### Objective(s):

1. After analyzing the given photos, the student will be able to categorize the statements based on the similarities and differences with no more than 3 errors.
2. Using the picture the students will write 10 questions from the various perspectives presented with a minimum of 6 questions about the first agreement.

### Materials:

- File Folders (learning center) that contain sources- Students
- Similarities and differences strips- Students
- Examples: The clothes they wore- difference, Used weapons-similarity
- Paper-Students
- Pencil-Students

### Print Sources:

1. Jamestown Exposition- Norfolk Virginia 1607-1907  
(<http://www.loc.gov/pictures/item/2005677921/>)
2. Powhatan Brand (<http://www.loc.gov/pictures/item/2001696109/>)
3. The Wedding of Pocahontas with John Rolfe  
(<http://www.loc.gov/pictures/item/2006677657/>)

### Student Learning Process:

Introduction: "Does anyone remember what we have been talking about in class? Yes, we have been talking about Jamestown. Can someone tell me which people were involved during this time? Yes, the Europeans and the Indians. We all know that these two different types of people were different. Can someone tell me how they were different? Can someone tell me how they were the same? Knowing the differences and

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similarities will help us understand the Jamestown process. In class today, everyone is going to work in a learning center. In the learning center, everyone will get the chance to determine the differences and similarities between the two by using primary sources. We will then complete an activity that lets you think from a different person's perspective. This means that you will put yourself in that person's shoes and try to come up with questions or ideas that they might be thinking at that particular time. These questions can deal with how they might be feeling about this partnership, how it's going to work, and are we going to work together to make this partnership work."

**Steps:**

**Key Questions:**

<p>I will break up the students into groups of fives. I will pass out the file folders to the first group of students. The other students will be in their groups thinking about some ideas for their perspective activity. After the teacher provides the information to the learning center group, he or she will work with these students by doing the perspective activity.</p>	
<p>I will explain to the students that learning centers give us the ability to do work and check it ourselves. I will explain to the students that this center will help them understand the differences and similarities between the settlers and Indians. I will ask the students who the settlers and Indians were. I will also ask the students how and why they were important. I will then tell the students that this center will help us better understand the establishment of Jamestown. The students in the learning center will open up their file folders. The students will first analyze the three primary sources. These sources will help the students visualize the Europeans and Indians. Each source will be used for imagery of the Indians and Europeans on the photos. The students will only look at the Indians and Europeans on the photos.</p>	<ul style="list-style-type: none"> <li>- Who were the Europeans and Indians?</li> <li>- How and why were they important</li> </ul>
<p>The students will get out the pieces of the learning center. Each piece will have a similarity or a difference on it. The student will then place each piece into the difference category or the similarity category.</p>	
<p>These steps were repeated until each group goes. After the students finish the learning center, they will check their work. I will then ask the students to raise their hand. I will check the students work. I will then have the</p>	



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<p>students name one difference and one similarity. The students will then go back to their seats and do the perspective activity with the teacher.</p>	
<p>The teacher will first show the picture of Jamestown Exposition- Norfolk Virginia 1607-1907 and explain to them that this picture represents the coming together between when Indian and European first met. The teacher will explain to the students that this is where they agreed to become partners in trading and selling of goods. The teacher will then tell the students that even though they have agreed to become partners, they have some worries about how this partnership will work.</p>	<ul style="list-style-type: none"> <li>- Why do you think they traded?</li> <li>- Do you think they were happy to meet each other?</li> <li>- Why do you think they felt that way?</li> </ul>
<p>Then the teacher will tell them that they will write in either a European or an Indian view on how this meeting first went. The teacher will divide the class up and tell the students that half will write on the view of an Indian and the other half will write on the view of a European.</p>	<ul style="list-style-type: none"> <li>- What is an Indian/European?</li> </ul>
<p>While the students are writing, the teacher will walk around and make sure they are participating and understanding the activity. The teacher will also go up and monitor the students in the learning center.</p>	
<p>All the students in the group will work together to generate questions about what they might be thinking, what concerns each of them might have, how this relationship is going to work, and other questions the students will be able to come up with. I would ask the students to keep the question in their heads and remember what they said. The teacher will go around the room and ask each group to provide two questions they had.</p>	<ul style="list-style-type: none"> <li>- What are some questions?</li> <li>- Why do you think they would ask that?</li> </ul>

### Closure:

I will end the lesson by having the students come up and read their perspectives. I will ask each student to read their paper, give one difference and one similarity, and one question that they came up with. I will have the students break off into groups based on their roles as an Indian or European. They will take turns presenting in their groups.

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**Modifications/Accommodation Techniques for Students with Special Needs:**

Enrichment activities

The student if time permits could come up with 3 additional questions. These students can help the teacher pick out the primary sources that will be used in the learning center.

Modifications/accommodations

These students could draw a picture to explain how the Indian or European felt. These students will have centers that already have the similarities and differences placed into the right categories. These students will then explain why they are different and why they are similar.

**Formal Assessment:** Rubric, Learning Center (File Folder)

**Informal Assessment:** Teacher observation and participation

### Group planning writing from different perspectives

	<b>7 Points</b>	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>
<b>Analysis</b>	The students will be able to analyze the photos and find all of the differences and similarities.	The students will be able to analyze the photos and find most of the differences and similarities.	The students struggled to analyze the photos and find some of the differences and similarities.	The students was not able to analyze the photos and find none of the differences and similarities.
<b>Idea Research Questions</b>	Independently identify at least 5 reasonable and insightful creative questions.	Independently identify at least 3 reasonable questions.	Identify with some adult help at least 1 reasonable question.	Identify with considerable adult help 0 reasonable questions.
<b>Description</b>	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.

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## Lesson #3: We ARE the Important People!

**Created By:** Carly Burt

### Overview of Lesson:

In this lesson, the students will learn about the important people during the establishment of Jamestown. The students will listen to a story and use primary sources. The students will then draw pictures of the important figures and write a sentence about the importance of the certain person.

### PA Standards:

Anchor: R3.B.1 Understand components within and between texts.

8.3.1. C: Identify examples of change

Common Core- 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

**Investigative Question for this activity:** Why are these people important?

### Objective(s):

After listening to the book, the student will be able to illustrate and write about their important person using correct facts from the story with 3 or less errors.

### Materials:

- SmartBoard- Teacher
- Pencils-Students
- Crayons-Students
- Book- *You wouldn't want to be an American Colonist*- Teacher

### Print Sources:

1. [A chief of Roanoke] / T.B.- <http://www.loc.gov/pictures/item/97506828/>
2. [A weroans, or chieftain, of Virginia]- <http://www.loc.gov/pictures/item/2001696964/>
3. [Virginia 1606]- <http://www.loc.gov/pictures/item/2005688548/>
4. The wedding of Pocahontas with John Rolfe / Geo Spohni.- <http://www.loc.gov/pictures/item/2006677657/>
5. Pocahontas at the court of King James / Richard Rummels; American Colortype Co., N.Y.- <http://www.loc.gov/pictures/item/2002719456/>
6. Powhatan brand / lith. of Sarony, Major & Knapp- <http://www.loc.gov/pictures/item/2001696109/>

### Student Learning Process:

Introduction: Can anyone tell me what Jamestown is? What happened at Jamestown? Does anyone know any information about Jamestown? Today we are going to learn about some important people that were involved in making Jamestown a colony. We are going to read a story called You Wouldn't Want to be an American Colonist. We will then draw a picture of one of the important people that were involved. We will then write one sentence to explain why that certain person was important.

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<b>Steps:</b>	<b>Key Questions:</b>
<p><b>Day one:</b> We will start the lesson off by using the primary sources to introduce the important people in Jamestown. I will assign an important person to each student. We are going to read a book about Jamestown and how it became a colony.</p>	<ul style="list-style-type: none"> <li>- What can you tell by looking at the cover of the book?</li> <li>-Who is this?</li> <li>- What happened so far?</li> <li>-Why is this person important?</li> </ul>
<p>I will read half of the story to the students. Throughout the story we will talk about the different people mentioned in the story and all of the details thorough the book. We will discuss the roles each person had in the story. After finishing the first half of the story the students will draw a picture of their assigned person using their own interpretation of what they look like.</p>	<ul style="list-style-type: none"> <li>-Why do you think your person looks like this?</li> <li>-Who are the main people in the story?</li> <li>-Why are they important to Jamestown?</li> </ul>
<p><b>Day two:</b> “ Can anyone tell me what we did yesterday in class? What did the book tell us so far? Who were some of the important people we talked about? Today we will finish the book and then write our sentences about our important person and why they were important. The next day we will finish reading the story and go over the words students may have trouble understanding. We will discuss each person and why they were important to Jamestown. We will review our primary sources again before the students complete their project.</p>	<ul style="list-style-type: none"> <li>-Who is your person?</li> <li>-Did they have a big role in Jamestown?</li> <li>-What was their role?</li> </ul>
<p>After reviewing, the students will go back to their seats and write why their person is important to Jamestown. This will be from the information we read about in the book. Since two or more students will have the same person they will compare their information with the other students who have the same person before sharing with the class.</p>	<ul style="list-style-type: none"> <li>-Why is your person important?</li> <li>-What did your person do during Jamestown?</li> </ul>

**Closure:** I will end the lesson by asking the students to present their person to the class and what they wrote about and why this person was important in Jamestown. We will bind the student's pictures and information together and make our important people of Jamestown book. We will then put this book on display for others to look at.

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## Modifications/Accommodation Techniques for Students with Special Needs:

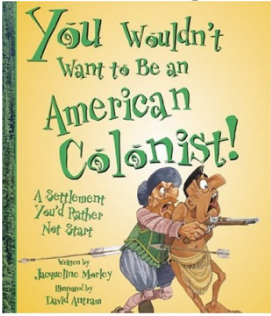

Enrichment activities: These students can help pick out the primary sources that we use and they can write more when describing why their person was important in the story.

Modifications/accommodations: These students will have a printout description of their person to help them when writing about why their person was important.






**Formal Assessment:** Rubric

**Informal Assessment:** Participation and cooperation

## Book Backdrops: Connecting Literature and Primary Sources

<p><b>Cover Image</b></p> 	<p><b>Title:</b> You Wouldn't Want to Be an American Colonist!: A Settlement You'd Rather Not Start</p> <p><b>Author:</b> Jacqueline Morley</p> <p><b>Grade Level(s):</b> 1<sup>st</sup> -5<sup>th</sup> grade</p> <p><b>Topic/Theme:</b> The establishment of Jamestown</p>	<p><b>Book Type:</b> Non-Fiction</p> <p><b>Setting and Time Period:</b> Jamestown, Virginia 1607</p> <p><b>Subjects:</b> History, Geography, Anthropology</p>
<p><b>Primary Source Thumbnail</b></p>	<p><b>Caption</b> <b>Publication Information</b> <b>Book Notes</b></p>	<p><b>URL</b></p>
	<p><b>Title:</b> [A chief of Roanoke] / T.B.</p> <p><b>Author/Creator:</b> Bry, Theodor de, 1528-1598</p> <p><b>Date:</b> 1970</p> <p><b>Book Notes:</b> In the book, the Europeans bully the Indians in the land of Roanoke.</p>	<p><a href="http://www.loc.gov/pictures/item/97506828/">http://www.loc.gov/pictures/item/97506828/</a></p>

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	<p>Title: [A weroans, or chieftain, of Virginia]          Author/Creator: Bry, Theodor de, 1585-1593          Date: 1590</p> <p>Book Notes: In the book, these were the chieftains that were there whenever the Europeans arrived.</p>	<p><a href="http://www.loc.gov/pictures/item/2001696964/">http://www.loc.gov/pictures/item/2001696964/</a></p>
	<p>Title: [Virginia 1606]          Author/Creator: Unknown          Date: c1904 May 28.</p> <p>Book Notes: In the book, these people are mentioned as being important figures in the establishment of Jamestown.</p>	<p><a href="http://www.loc.gov/pictures/item/2005688548/">http://www.loc.gov/pictures/item/2005688548/</a></p>
	<p>Title: The wedding of Pocahontas with John Rolfe / Geo Spohni.          Author/Creator: Joseph Hoover          Date: c1867</p> <p>Notes: In the book, John Rolfe helped with the tobacco industry.</p>	<p><a href="http://www.loc.gov/pictures/item/2006677657/">http://www.loc.gov/pictures/item/2006677657/</a></p>
	<p>Title: Pocahontas at the court of King James / Richard Rummels;          American Colortype Co., N.Y.          Author/Creator: Rummels, Richard          Date: 1907</p> <p>Book Notes: In the book, Jamestown is named after King James.</p>	<p><a href="http://www.loc.gov/pictures/item/2002719456/">http://www.loc.gov/pictures/item/2002719456/</a></p>
	<p>Title: Powhatan brand / lith. of Sarony, Major &amp; Knapp          Author/Creator: Sarony, Major &amp; Knapp Lith          Date: c1860</p> <p>Book Notes: In the book, John Smith is saved by an Indian princess.</p>	<p><a href="http://www.loc.gov/pictures/item/2001696109/">http://www.loc.gov/pictures/item/2001696109/</a></p>

Created by: Carly Burt

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## Important people in Jamestown

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CATEGORY	10	8	4	2
Analysis	The student will be able to analyze the picture by finding the connection between the photo and the book within 5 minutes.	The student will be able to analyze the picture by finding the connection between the photo and the book within 10 minutes	The student will struggle to analyze the picture by finding the connection between the photo and the book within minutes	The student was not able to analyze the picture by finding the connection between the photo and the book.
Writing	Makes connections to the information and uses complete sentences and correct grammar. The sentences support the drawing.	Makes connections to the information and makes few errors within the sentences. The sentences support the drawing.	Makes few connections to the information and makes several errors within the sentences. Only one of the sentences supports the drawing.	Makes no connections to the information and makes several errors within the sentences. The sentences do not support the drawing.
Drawings	Makes connections to the information and is drawn and colored clearly and neatly. The drawing supports the sentences.	Makes connections to the information and is colored somewhat neatly. The drawing supports the sentences.	Makes few connections to the information and is somewhat colored. The drawing only supports one sentence.	Makes no connections to the information and is not colored at all. The drawing does not support the sentences.

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## Lesson #4: Timeline that Jamestown!

**Created By:** Danielle Benson, Carly Burt, Beonka Salazar

### Overview of Lesson:

In this activity, the student will get to analyze primary sources and relate them to the events of Jamestown. The students, as a class, we get to make a timeline. The students will also get to watch a video that contains a timeline and games that go along with Jamestown.

### PA Standards:

Anchor: R3.A.2 Understand nonfiction appropriate to grade level.

Standard Area - 8.1: Historical Analysis and Skills Development.

8.1.1.A: Demonstrate an understanding of chronology.

Common Core: 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.1.C Develop the topic with two or more facts.

**Investigative Question for this activity:** What happened?

### Objective(s):

1. While observing the given sources, the student will be able to complete the analysis tool paper one time with 90% accuracy.
2. After viewing the timeline, the student will be able to define the importance of the primary source and where it fits in the timeline one time with 80% accuracy.  
While working on the timeline, the student will be able to copy down the correct event with no more than 2 grammatically errors.

### Materials:

- Long construction paper-Students
- Glue-Students
- Markers-Teacher
- Lined paper- Students
- SmartBoard- Teacher
- Pencils-Students
- Online timeline- Teacher ( made on Prezi) <http://prezi.com/qxaxm67h69db/jamestown/>

**Print Sources:** \*All these sources are used on the actually picture, not the meaning. These photos that are chosen help explain the events better.

1. Primary source analysis tool paper
2. Worksheet with events
3. Study Guide
4. Smith, John. Virginia. Map.- [http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field\(NUMBER+@band\(g3880+ct000377\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3880+ct000377)))
5. [A chief of Roanoke] / T.B- <http://www.loc.gov/pictures/item/97506828/>
6. Jamestown Exposition, 1607-1907. Norfolk. Va. Exposition Design No. 3- <http://www.loc.gov/pictures/item/2005677921/>



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7. “[Englishmen’s Arrival in Virginia.]”- <http://www.loc.gov/pictures/item/2001696963/>
8. Pocahontas at the court of King James / Richard Rummels; American Colortype Co., N.Y.- <http://www.loc.gov/pictures/resource/cph.3f06370/>
9. Powhatan brand / lith. of Sarony, Major & Knapp- <http://www.loc.gov/pictures/item/2001696109/>
10. “Their Manner of Fishing in Virginia.”- <http://www.loc.gov/pictures/item/2001695730/>
11. “[Praying Around the Fire with Rattles.]”- <http://www.loc.gov/pictures/item/2001696971/>
10. Richmond Times Dispatch.- <http://chroniclingamerica.loc.gov/lccn/sn85038615/1907-04-27/ed-1/seq-31/>

**Online Collections/Exhibits/Websites:**

<http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/> -John Smith Jamestown Interactive video and game

**Student Learning Process:**

Introduction: “During the last couple of days, we have been learning about Jamestown. Can anyone tell me what they have learned about Jamestown so far?” After the students provide feedback, I will ask the students to give me one fact from each lesson that we worked on. “I bet all of you want to know how Jamestown came about. Today we will use our primary sources to construct a timeline on how Jamestown came about. We will also watch a timeline and later play some online games. First we will analyze some pictures to understand Jamestown better. This will tie everything together that we have been doing with Jamestown.”

**Steps:**

**Key Questions:**

<p><b>Day 1:</b> The students will be separated into groups of three. I will go around and count off the students by threes. I will have the students get with their groups. I will pass out the primary sources. Each group will have one source. I will then pass out the primary source analysis tool paper. I will explain to the students that they will take 2 minutes to look over their primary source. After the students look over, they will discuss what they noticed in the picture. The students will then have one person write down what they observed about the picture. Another person will then write how they felt about the picture. The last person in the group will write down any questions that they have about the primary source. During this, the students will discuss the picture and how they believe it relates to Jamestown. During this, I will walk around the monitor the students’ progress.</p>	<ul style="list-style-type: none"> <li>-What do you notice about this picture?</li> <li>- How do you feel about this picture?</li> <li>- Do you have any questions about this picture?</li> <li>- Can you create any questions?</li> </ul>
<p>After each student finishes the analysis tool sheet, I will have each group explain what they observed about their pictures. The students will also reflect on their primary sources and ask any questions they may have. I will also ask the students how their picture relates to Jamestown.</p>	<ul style="list-style-type: none"> <li>- What did you observe?</li> <li>- How do you feel about the picture?</li> <li>- What are some of your questions?</li> <li>- Why do you want to know that?</li> </ul>
<p>I will explain to the students that we will be watching a</p>	<ul style="list-style-type: none"> <li>- What happened in that book we</li> </ul>

## Waynesburg University TPS Unit Outline

<p>presentation that presents the timeline of Jamestown. I will then ask the students if they remember the book we read the day before. I will ask the students if they can tell me what happened in the book. After the students and I discuss the events in the book, I will pull up the presentation. I will explain to the students that this presentation will help us understand the coming about of Jamestown. I will have the students use their primary sources during the presentation. If the student believes their primary source goes with that slide, they will raise their photo into the air. I remind the students that they will need to listen carefully during the presentation.</p>	<p>read?          -Why do you think your primary source goes with that event?          - How can you photo fit with this event?</p>
<p>While showing the presentation, I will read the slides to the students. After each slide, I will ask the students if they think their primary source goes with the slide. At the end of the presentation, I will ask the students if they have any questions. I will then ask each student to name on event that happened. I will then explain to the students that our online presentation had no pictures. I will tell the students that tomorrow we will make our own timeline that has pictures. I will ask the students to go back to their seats and turn in their sources and analysis tool papers.</p>	<p>- Any questions?</p>
<p><b>Day 2:</b> “Can anyone tell me what we did in class yesterday? Can anyone tell me the events that we discussed?” After the students respond, I will explain to the students that will make our own timeline and then finish up our Jamestown lesson by watching a video and play some games. I will remind the students that this information helps us learn about Jamestown and the importance it has in our country.</p>	<p>- What did we do yesterday?          - What events did we discuss?          -</p>
<p>I will ask the students to get back into their groups. I will then pass out the primary sources. I will also pass out the worksheet that has the events worksheet to the students.</p>	
<p>I will pass out the lined paper to the students. I will explain to the students that they will write down on the paper the event that goes with their primary source. I will show the presentation to the students one more time to refresh their memories before they write down the facts. After the present, I will have the students write down the information that goes with their photo. They will search through the events on the worksheet and find the correct event and copy it down correctly. During this activity, I will walk around and make sure the students are staying on task and are able to complete the work.</p>	<p>- Do you remember which photo goes with this event?          - Why does that fact go with your photo?</p>

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<p>After the students finish the paper, I will have the students come lay the pictures and the paper onto the long construction paper. This paper will be used for the timeline. Each group will lay the photo and pictures were they believe they happened in the timeline. After each group has placed down, I will go over each event and picture and ask the students if they agree with the placement of the photo and event. I will have the student give a thumbs up or thumbs down to show if they agree or not. After the timeline is completed and correct, I will glue it down onto the timeline.</p>	<ul style="list-style-type: none"><li>- Where do you think this goes?</li><li>- Why does it go there?</li><li>- Do you agree?</li><li>- How can we fix this?</li></ul>
<p>As a class, we will go over the timeline. We will explain what the picture is, what the event is, and how the pictures and events relate. I will then provide each student with a copy of the timeline with the events and the photos on it.</p>	

### Closure:

I will end the lesson by having the students name one fact that they learned from this unit. I will then put on a video that explains the journey. This video will wrap up the whole unit. There are games that the students can play during the video. I pick random students to come up and the play the games. Each student will have a chance to play the games.

### Modifications/Accommodation Techniques for Students with Special Needs:

#### Enrichment activities

These students will help the teacher pick out the primary sources that will be used for the lesson prior to the lesson.

#### Modifications/accommodations

These students will be provided with the worksheet that contains each event that occurred with the establishment of Jamestown before the lesson. The student will be able to familiarize with the events so they will be able to connect the event with the primary source they are provided.

**Formal Assessment:** Rubric (below), timeline, and analysis tool worksheet

**Informal Assessment:** Teacher observation, participation, and cooperation

# Waynesburg University TPS Unit Outline

## Timeline Worksheet:

April 1607, they arrive in Virginia. The ships explore the land to find a good place to settle.

Walter Raleigh finds a perfect site to set up Queen Elizabeth's new colony in America. But something goes wrong....

The new settlement is called Jamestown after England's new king, James I.

In 1606, despite the disaster, they got London merchants from the Virginia Company to finance a trading colony in Virginia. They set out three ships.

The new colony struggled to survive facing many setbacks such as bad weather and no food.

Jamestown is now a colony!

Raleigh's colonists settle on an island called Roanoke. This trip is not successful due to bullying of Algonquian tribe.

A team led by Captain John Smith goes out to explore. While exploring, he gets capture and gets saved by Pocahontas.

The Indians plan to attack because the Europeans have stolen their land. A warning from Pocahontas saves Jamestown.

# Waynesburg University TPS Unit Outline

## Timeline Study Guide:



Walter Raleigh finds a perfect site to set up Queen Elizabeth's new colony in America. But something goes wrong....



Raleigh's colonists settle on an island called Roanoke. This trip is not successful due to bullying of Algonquian tribe.



In 1606, despite the disaster, they got London merchants from the Virginia Company to finance a trading colony in Virginia. They set out three ships.



April 1607, they arrive in Virginia. The ships explore the land to find a good place to settle.



The new settlement is called Jamestown after England's new king, James I.



A team led by Captain John Smith goes out to explore. While exploring, he gets capture and gets saved by Pocahontas.

## Waynesburg University TPS Unit Outline



The new colony struggled to survive facing many setbacks such as bad weather and no food.



The Indians plan to attack because the Europeans have stolen their land. A warning from Pocahontas saves Jamestown.



Jamestown is now a colony!

# Waynesburg University TPS Unit Outline

## Timeline: Jamestown

CATEGORY	5	4	2	1
Primary Source	The primary source was placed with the correct event in the correct order on the timeline.	The primary source was placed with the incorrect event but the event was placed in the correct place on the timeline.	The primary source was placed in the right spot on the timeline but was placed with the incorrect event.	The primary source was placed with the incorrect event and both were placed in the incorrect place on the timeline.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events or to compare events.
Analysis	The students will be able to analysis the photo by reflecting and generate questions with no errors.	The students will be able to analysis the photo by may struggle with reflecting on the photo.	The students will be able to analysis the photo but my struggle with reflecting and the ability to generate questions on the photo.	The students will struggle with analyzing the photo and with reflecting and generating questions.
Writing	The student will write down the correct information with 2 or less grammatically errors.	The students will write down the correct information with 3 or more grammatically errors.	The students will write down the incorrect information with no grammatically errors.	The students will write down the incorrect information with 3 or more grammatically errors.

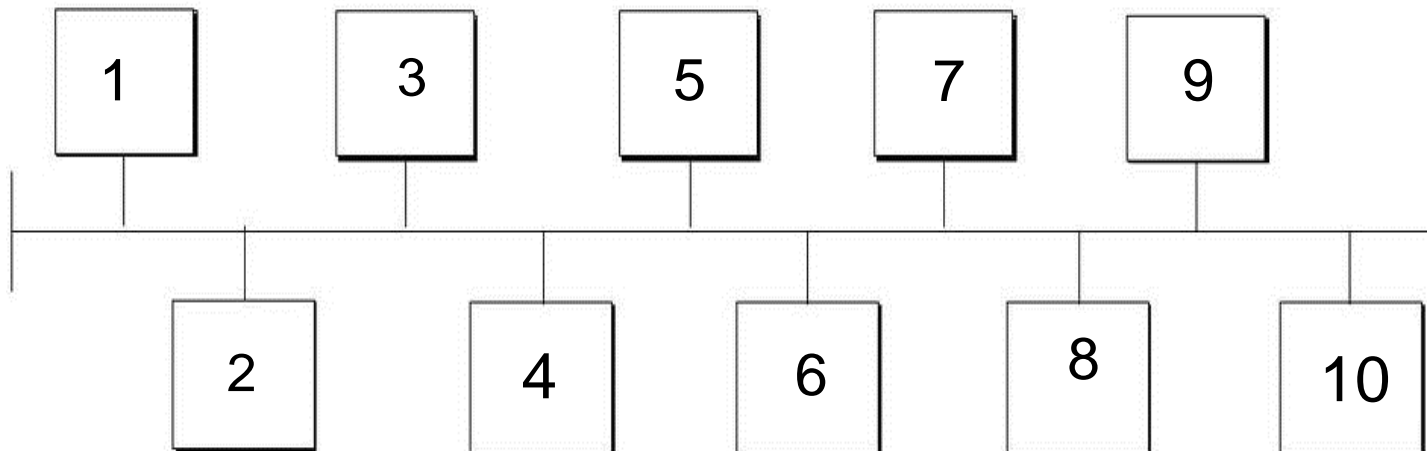
### Post-instruction Assessment

In the final assessment, the student will be assessed on the differences between the facts and the fiction that they have learned. The students will be able to complete a timeline as well. The students will answer true and false questions and draw pictures to explain events and differences. The students can use these skills in the future for any subjects. The students can learn about historical facts and fiction facts, which they can use whenever learning about any new topic. The students can also learn about chronological order which can be used in any subject.

# Waynesburg University TPS Unit Outline

Name: \_\_\_\_\_

Directions: Write the correct number beside each picture to show what order things happened.





## Waynesburg University TPS Unit Outline

Directions: Draw a picture of one event from the Jamestown timeline.










# Waynesburg University TPS Unit Outline








## Bibliographic Organizer of Library of Congress Sources

<p><b>Name of Learning Unit:</b> The True Story of Jamestown</p> <p><b>Created by:</b> Danielle Benson, Carly Burt, Beonka Salazar</p> <p><b>Date:</b>12/2/12</p>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Who is Pocahontas?		
	<p>Title: The wedding of Pocahontas with John Rolfe / Geo Spohni.</p> <p>Author/Creator: Joseph Hoover</p> <p>Date: c1867</p>	<a href="http://www.loc.gov/pictures/item/2006677657/">http://www.loc.gov/pictures/item/2006677657/</a>
Lesson #2: Indians and Europeans-What's the difference?		
	<p>Title: Powhatan brand / lith. of Sarony, Major &amp; Knapp</p> <p>Author/Creator: Sarony, Major &amp; Knapp Lith</p> <p>Date: c1860</p>	<a href="http://www.loc.gov/pictures/item/2001696109/">http://www.loc.gov/pictures/item/2001696109/</a>
	<p>Title: Jamestown Exposition, 1607-1907. Norfolk. Va. Exposition Design No. 3</p> <p>Author/Creator: Unknown</p> <p>Date: c1907 Feb. 21</p>	<a href="http://www.loc.gov/pictures/item/2005677921/">http://www.loc.gov/pictures/item/2005677921/</a>
	<p>Title: The wedding of Pocahontas with John Rolfe / Geo Spohni.</p> <p>Author/Creator: Joseph Hoover</p> <p>Date: c1867</p>	<a href="http://www.loc.gov/pictures/item/2006677657/">http://www.loc.gov/pictures/item/2006677657/</a>
Lesson #3: We ARE the Important People!		
	<p>Title: [A chief of Roanoke] / T.B.</p> <p>Author/Creator: Bry, Theodor de, 1528-1598</p> <p>Date: 1970</p>	<a href="http://www.loc.gov/pictures/resource/cph.3b36279/">http://www.loc.gov/pictures/resource/cph.3b36279/</a>

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	<p>Title: [A weroans, or chieftain, of Virginia]</p> <p>Author/Creator: Bry, Theodor de, 1585-1593</p> <p>Date: 1590</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3a43109/">http://www.loc.gov/pictures/resource/cph.3a43109/</a></p>
	<p>Title: [Virginia 1606]</p> <p>Author/Creator: Unknown</p> <p>Date: c1904 May 28.</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3a43109/">http://www.loc.gov/pictures/resource/cph.3a43109/</a></p>
	<p>Title: The wedding of Pocahontas with John Rolfe / Geo Spohni.</p> <p>Author/Creator: Joseph Hoover</p> <p>Date: c1867</p>	<p><a href="http://www.loc.gov/pictures/item/2006677657/">http://www.loc.gov/pictures/item/2006677657/</a></p>
	<p>Title: Pocahontas at the court of King James / Richard Rummels; American Colortype Co., N.Y.</p> <p>Author/Creator: Rummels, Richard</p> <p>Date: 1907</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3f06370/">http://www.loc.gov/pictures/resource/cph.3f06370/</a></p>
	<p>Title: Powhatan brand / lith. of Sarony, Major &amp; Knapp</p> <p>Author/Creator: Sarony, Major &amp; Knapp Lith</p> <p>Date: c1860</p>	<p><a href="http://www.loc.gov/pictures/item/2001696109/">http://www.loc.gov/pictures/item/2001696109/</a></p>
<p><b>Lesson #4: Timeline that Jamestown!</b></p>		
	<p>Title: Smith, John. Virginia. Map.</p> <p>Author/Creator: William Hole</p> <p>Date: 1624</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3880+ct000377))">http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3880+ct000377))</a></p>
	<p>Title: [A chief of Roanoke] / T.B.</p> <p>Author/Creator: Bry, Theodor de, 1528-1598</p> <p>Date: 1970</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3b36279/">http://www.loc.gov/pictures/resource/cph.3b36279/</a></p>

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	<p>Title: Jamestown Exposition, 1607-1907. Norfolk. Va. Exposition Design No. 3</p> <p>Author/Creator: Unknown</p> <p>Date: c1907 Feb. 21</p>	<p><a href="http://www.loc.gov/pictures/item/2005677921/">http://www.loc.gov/pictures/item/2005677921/</a></p>
	<p>Title: "[Englishmen's Arrival in Virginia.]"</p> <p>Author/Creator: Bry, Theodor de.</p> <p>Date: 1590</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3b01308">http://hdl.loc.gov/loc.pnp/cph.3b01308</a></p>
	<p>Title: Pocahontas at the court of King James / Richard Rummels; American Colortype Co., N.Y.</p> <p>Author/Creator: Rummels, Richard</p> <p>Date: 1907</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3f06370/">http://www.loc.gov/pictures/resource/cph.3f06370/</a></p>
	<p>Title: Powhatan brand / lith. of Sarony, Major &amp; Knapp</p> <p>Author/Creator: Sarony, Major &amp; Knapp Lith</p> <p>Date: c1860</p>	<p><a href="http://www.loc.gov/pictures/item/2001696109/">http://www.loc.gov/pictures/item/2001696109/</a></p>
	<p>Title: "Their Manner of Fishing in Virginia."</p> <p>Author/Creator: Bry, Theodor de.</p> <p>Date: 1950</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3g04805/">http://www.loc.gov/pictures/resource/cph.3g04805/</a></p>
	<p>Title: "[Praying Around the Fire with Rattles.]"</p> <p>Author/Creator: Bry, Theodor de.</p> <p>Date: 1590</p>	<p><a href="http://www.loc.gov/pictures/resource/cph.3b01979/">http://www.loc.gov/pictures/resource/cph.3b01979/</a></p>
	<p>Title: Richmond Times Dispatch.</p> <p>Author/Creator: Unknown</p> <p>Date: April 27, 1907.</p>	<p><a href="http://chroniclingamerica.loc.gov/lccn/sn85038615/1907-04-27/ed-1/seq-31/">http://chroniclingamerica.loc.gov/lccn/sn85038615/1907-04-27/ed-1/seq-31/</a></p>