

# The Jamestown Story

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**Name:** Crystal W. Richardson

**Major Topic for the Unit of Instruction:** Timelines Tell the Jamestown Story...the relationship between the English settlers, the Africans and Powhatan people.

**Length of Unit:** 4 – 50 minute lessons

## **STAGE 1: DESIRED RESULTS**

### **Standards of Learning:**

- VS.1 – Develop skills for historical and geographical analysis including the ability to:
  - b) determine cause and effect relationships
  - c) compare and contrast historical events
  - f) sequence events in Virginia history
- VS.3 – Demonstrate knowledge of the first permanent English settlement in America by:
  - e) identifying the importance of the arrival of Africans to the Jamestown settlement
  - g) describing the interactions between the English settlers and the Powhatan people including the contributions of the Powhatan Indians to the survival of the settlers
- VS.4 – Demonstrate knowledge of life in the Virginia colony by:
  - a) explaining the importance of agriculture (i.e., tobacco) and its influence on the institution of slavery

### **Major understanding:**

Students will understand the importance of slaves, tobacco, and the Powhatan people to the Jamestown colonists and to Virginia (1607-1667).

### **Essential Question(s):**

- Why did the relationship between the Jamestown settlers and the native peoples change?
- How did the Powhatan contribute to the survival of the settlers?
- What was the impact of the arrival of Africans on the Jamestown settlers?
- What effect did agriculture have on the Virginia colony?
- How did agriculture in the Virginia colony influence the institution of slavery?

### **Student Objectives:**

Students will be able to:

- Lessons 1 & 2 – The students will research the dates of important events in Jamestown, Virginia from 1606-1667 relating to the Jamestown colonists, the Powhatan tribe, tobacco, and slavery and create a timeline for each.

- Lesson 3 – The students will merge the timelines and draw cause-and-effect conclusions and prepare for a hypothetical “meeting” where the Powhatan, the Jamestown colonists, and slaves will each present their point of view as it relates to the Virginia Studies SOLs.
- Lesson 4 – The “meeting” will take place.

### **Bloom’s Taxonomy Skills**

Lessons 1 & 2 – Create, construct, understand

Lesson 3 - Create, analyze, evaluate

Lesson 4 – Apply

### **STAGE 2: ASSESSMENT EVIDENCE**

#### **List the Performance Task(s)**

Lessons 1 & 2 - Construct a timeline encompassing the years 1606-1667: a Jamestown colonist timeline, a Powhatan timeline, a Tobacco timeline, and a Virginia Slavery timeline.

Lesson 3 - Students will use the information obtained from the timelines to plan and conduct a hypothetical meeting in which they will role-play Powhatan Indians **from the reservation** and colonists and slaves living in or near Jamestown in 1667. The students will be responsible for writing out their roles.

Lesson 4 - The students will discuss historically accurate events from their characters’ perspectives, including the importance of slaves, tobacco, and the Powhatan people to the Jamestown colonists and to Virginia

### **STAGE 3: LEARNING PLAN**

- See individual lessons posted.