



# AMERICAN ADVENTURE

A Guide for Teachers and Students



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## Table of Contents

Lesson 1	Journaling in Jamestown
Lesson 2	Play on the New World
Lesson 3	Comic Book 1607
Lesson 4	Seasonal Collage: A Collaborative Art-Science Project
Lesson 5	Why would you go to America in 1607?
Lesson 6	1607 Debates
Lesson 7	Drinking Water in 1607
Lesson 8	Snake Identification Snake Field Guide Answer Key
Lesson 9	New World Fiction Book Club
Activity 1	Crossword
Activity 2	Word Search
Materials: Lesson 1	Non-Fiction Journal Writing Prompts
Materials: Lesson 2	Play Scenes
Materials: Lesson 4	Seasonal Collage
Appendix A	Bibliography, Works Cited & Additional Materials

## Grade Level Guide for American Adventure



\* Recommended grade levels for each lesson and activity \*

Grade	<b>Lesson 1</b> <i>Journaling in Jamestown</i>	<b>Lesson 2</b> <i>Play on the New World</i>	<b>Lesson 3</b> <i>Comic Book 1607</i>	<b>Lesson 4</b> <i>Seasonal Collage: Art &amp; Science</i>	<b>Lesson 5</b> <i>Why would you go to Jamestown in 1607? Research &amp; expository</i>	<b>Lesson 6</b> <i>1607 Debates</i>	<b>Lesson 7</b> <i>Drinking water in 1607</i>	<b>Lesson 8</b> <i>Snake identification</i>	<b>Lesson 9</b> <i>New World book clubs</i>	<b>Nonfiction Writing Prompts</b>	<b>Play scenes for Lesson 2 to push students deeper</b>	<b>Lesson 4 questions and graphic organizer</b>	<b>Activity 1</b> <i>New World Crossword</i>	<b>Activity 2</b> <i>Crossword (grades 4–6)</i>	<b>Activity 3</b> <i>Word Search (grades 1–3)</i>	<b>Activity 4</b> <i>Word Search (grades 4–6)</i>
3	*			*			*	*	*				*		*	
4	*	*			*	*	*	*	*			*		*		*
5	*	*			*	*	*	*	*	*	*	*		*		*
6	*	*	*		*	*	*	*	*	*	*	*		*		*
7	*	*	*		*	*	*	*	*	*	*	*		*		*
8	*	*	*		*	*			*	*	*					
9	*	*	*		*	*			*	*	*	*		*		*

- Feel free to adjust this guide to suit your students' needs.



## Lesson 1: Journaling in Jamestown

**Time:** 5 Workshop Days, 20 minutes daily (grade level dependent)

### Objectives:

Students will understand the chronology of 1607, from the departure from England (December 1606) until the supply ship arrival (January 1608). Students will identify with a colonist by pretending to be one, combining thoughts and feelings with facts in a first person narrative.

### Standards:

#### *Historical Thinking*

- Establish temporal order in constructing students' own historical narratives (Standard 1)
- Obtain historical data from a variety of sources (Standard 4)

#### *English Language Arts*

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (Common Core Standards W.5)

### Materials:

journal pages, pencils or pens, texts, websites, maps

### Activity:

1. Read short sections of My America: The Starving Time, Elizabeth's Diary, Book Two. Jamestown, Virginia, 1609 by Patricia Hermes (a historical fiction about the year after the exhibition) as the mentor text.

2. Tell students that they will pretend to go through the year of 1607 as either a laborer or a gentleman (no women arrived until 1608!). They will base their journaling on information learned in the maze exhibition and in books, websites, or texts.

3. **Day One:** students should describe themselves, their occupation in England prior to departure, reasons for wanting to go on the expedition to the New World, and experience aboard the ship.

4. Each subsequent entry focuses on the season in the colony: arrival in spring (attack by Powhatan's tribe), summer (heat, mosquitoes, brackish water, disease), autumn (continued disease due to brackish water, crop failure), winter (extreme cold, lack of food, disease), and finally the arrival of the first supply ships.





## Lesson 2: Play on the New World

**Overview:** The class is divided into scenes. Students write lines for their characters and then perform the play for each other or another class.

**Time:** 20-50 minutes (depending on grade level) daily for one week

### Objectives:

Students will understand the challenges of the colonist settlement in Jamestown by writing and acting out a dramatization.

### Materials:

Characters and play scenes for each group (included in **Materials**)

### Standards:

- *Historical Content:* How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples (Standard 2)
- *Historical Thinking: Appreciate historical perspectives*—the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.

### Activity:

1. Have the class decide whether they want their reenactment to be a comedy or a drama. If comedy, we suggest basing it on the book, [You Wouldn't Want to Be an American Colonist! A Settlement You'd Rather Not Start](#) by Jacqueline Morley. If they choose drama, read [James Towne: Struggle for Survival](#) by Marcia Sewall. Either way, any book that chronicles the Jamestown colony's beginning would be helpful. (See Bibliography for resources.)

2. Divide the class into groups for each scene. (See Characters.)

3. Photocopy scenes and give copies to the appropriate groups. Have scene groups discuss the scenario and write their lines. (See Scenes.)

4. Have students perform their play!





## Lesson 3: Comic Book 1607

**Overview:** A little fun at the expense of the colonists – this could be done from the perspective of the Native Americans, or just as a comic. Since the colonists had so little knowledge of the climate, environment, and culture of the New World, their choices can sometimes seem a little comical in hindsight.

**Time:** 2 or 3 sessions of 60 minutes each (according to grade level or depth of research desired)

### Objectives:

Students will gain a greater perspective using humor to understand the colonists' lack of knowledge upon arrival in 1607. Students will be able to express their understanding of the difficulties colonists faced in the art and writing. Students will work with a partner or in small groups to research and create a comic book that illustrates the colonists' trials with factual accuracy but uses irony and humor to convey understanding.

### Standards:

#### *Historical Thinking*

- Establish temporal order in constructing their [students'] own historical narratives: working forward from some beginning through its development (Standard 1)
- Obtain historical data from a variety of sources

#### *English Language Arts*

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

### Materials:

paper, pencils, colored pencils, markers, art/construction paper and binding for the book

### Activity:

1. Students form partnerships or small groups.
2. Students assign different aspects of the 1607 experience to members of their group (eg. mosquitoes and malaria, brackish water, dysentery and saltwater poisoning, planting unsuccessful crops, digging for non-existent gold, befriending the Indians, wearing wool and armor in 100 degree Virginia summers, etc.)
3. After research is complete, have students come up with a seasonal comic book that illustrates the trials and tribulations of the colonists during each of the seasons.
4. Present the book to the class.





## Lesson 4: Seasonal Collage: A Collaborative Art-Science Project

**Overview:** Students will create a visual representation of a Jamestown biome during one of the seasons during the colony's first year. The class is separated into research groups of 3-6 students. Each group gathers information about a Jamestown biome during a specific season. Groups depict this time and place through a labeled and annotated collage.

**Time:** 20-50 minutes (depending on grade level) daily for 3 days

### Objectives:

Students will identify plants and animals native to Jamestown, Virginia, and how colonists used these natural resources to survive. Students will understand the cause and effect relationship between the seasons and the biomes, and how this relationship affected colonist survival.

### Standards:

#### *Historical Content*

- How early European exploration and colonization resulted in ecological interactions among previously unconnected people (Standard 2)

#### *Historical Thinking*

- Analyze cause-and-effect relationships including the role of chance and the accidental (Standard 3)

### Materials:

For each group: large sheet of butcher paper (at least 12' x 18'), "Questions to Answer" sheet (reproducible in Materials section), "Cause and Effect" graphic organizer (reproducible in Materials section), research materials (books and Internet), colored pencils, paint, markers and crayons, tissue paper, construction paper, scissors, glue

### Activity:

1. Explain to the students that they will research and create a visual representation of a Jamestown biome during a season of the year. Students can choose between the four seasons, as well as the following biomes, as long as all seasons and most biomes are represented in the class:

Chesapeake Bay Salt Marsh  
Rocky Fall Line  
James River

Forest Wilderness  
Coastal Plain



2. Have students use the Questions to Answer sheet as a guide in generating information for their collage.
3. Have groups sketch out their biome, determining the flora and fauna that should live there during their season.
4. Prepare materials, and explain to students that they may use anything they wish to create a collage representing their biome during their season. Students should spend some time looking at materials and discussing a design plan for their collage.
5. Students within each group can be divided into jobs, including background, middle –ground and foreground artists, as well as flora and fauna artists. All students should be responsible for labeling and annotating the collage. They can cut flora and fauna from colored paper or draw/paint it onto paper cutouts to be glued onto the collage.
6. Have students fill in the Cause and Effect graphic organizer as a pre-write for their annotation, and then write a paragraph that describes how the colonists fared in that area during their first year in that season.

## Vocabulary:

<b>foreground</b>	the part of a scene in the front, nearest to the viewer
<b>middle-ground</b>	the part of a scene between the foreground and background
<b>background</b>	the part of a scene in the back, furthest from the viewer
<b>biome</b>	an ecosystem characterized by distinct types of plants, animals, and microbes that have developed under specific climatic conditions
<b>flora</b>	the plants of a particular region, habitat, or geological period
<b>fauna</b>	the animals of a particular region, habitat, or geological period





# AMERICAN ADVENTURE

A Guide for Teachers and Students

<b>fall line</b>	a narrow zone of waterfalls and rapids of rivers and streams that mark the geological boundary between an upland region and a plain
<b>bay</b>	a body of water partly surrounded by land
<b>salt marsh</b>	coastal wetlands with salt or brackish water (brackish: a mixture of salt and freshwater)
<b>coastal plain</b>	flatland along a coast

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### Lesson 5: Why would you go to America in 1607?

**Overview:** The men who sailed to America faced enormous uncertainty. Travel by ship was hazardous and there was little knowledge about the New World. One colony (Roanoke) had already completely disappeared. Why would anyone volunteer to go?

Many volunteered based on economic status. Some laborers had lost their traditional farmland. Poverty and crime were increasing, and punishments included indentured servitude to the New World. Craftsmen faced more competition and lower wages due to the increased urban population, so they may have seen a new opportunity. People may have wanted to go out of patriotism to their king and country. And everyone seemed to be intrigued by the prospect of riches, especially gold!

**Time:** 45 – 60 minutes/2 sessions (first session research and second session expository writing)

#### **Objective:**

Students will research social/economic conditions in England in the late 1500s/early 1600s to determine why a colonist might choose to journey to America in 1607. Students will be able to write a short expository text declaring their decision to take the journey or not, and to support their decision with researched facts.

#### **Standards:**

*English Language Arts*

- Write arguments to support claims with clear reasons and relevant evidence (Common Core Standards W.3)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Common Core Standards W.4)

#### **Materials:**

books on British history (see **Bibliography**), websites about the lives of colonists

#### **Activity:**

1. Students decide which group they want to research: gentlemen or laborers. They then research social/economic factors important in England in late 1500s/early 1600s.
2. Students look at the Virginia Charter, or a synopsis of what the Crown was promising to and expecting from the colonists. Weigh the risks versus rewards of the journey.
3. Students write a short expository text declaring whether to journey or not, and make an oral presentation to the class declaring intentions.





## Lesson 6: 1607 Debates

**Overview:** Research/debate teams debate two important questions: (1) Should the colonists have been sent to Virginia? (2) Should the Native Americans have attacked until the colonists gave up?

**Time:** 2 or 3 sessions of 60 minutes each (according to grade level or depth of research desired)

### Objectives:

Students will gain a greater perspective of the reasons colonists were sent to America in 1607, and be able to express researched opinions in debate form. Students will be able to work with a partner or in small groups to research and then debate the question of American colonialism at its inception from two opposing viewpoints.

### Standards:

#### *Historical Thinking*

- Obtain historical data from a variety of sources
- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions (Standard 4)
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past

#### *English Language Arts – Speaking and Listening*

- Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

### Materials:

note cards, pencils

### Activity:

1. Divide class into a group of Paspahegh Indians and another group of the London-based Virginia Company and British government officials.
2. Within each group, students form pro and con teams.



# AMERICAN ADVENTURE

A Guide for Teachers and Students

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3. Paspahegh Indians are debating whether or not to continue attacking the colonists at James Fort until they leave, or allow them to stay on tribal land and establish a beneficiary trading relationship.
4. British groups will debate whether or not to send colonists. Are the risks of death, disease, Indian or Spanish attack, worth the potential financial benefits of gold discovery, establishment of a colony in America, and raw material resources?
5. After research is complete, students write notes for a competitive debate.
6. Debates are performed in front of the other group, who rate the winner based on the most convincing argument.

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## Lesson 7: Drinking Water in 1607

**Overview:** Colonists may have had a better chance of survival if they had understood the importance of water quality. The brackish water of the James River was too salty for human consumption and led to saltwater poisoning. The weakness induced by the poisoning led to a susceptibility to deadly diseases. The marshland was also a breeding ground for mosquitoes from which the colonists contracted malaria.

By understanding that the poor water quality had an enormous impact on the death toll of the Jamestown colonists, students gain a better understanding of how seemingly simple decisions can make a giant impact.

**Time:** 60 minutes

### Objective:

Students will develop definitions of fresh, salt and brackish water. Students will understand why this information would have been so important to the Jamestown colonists.

### Standards:

#### *Historical Thinking*

- Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred
- Challenge arguments of historical inevitability by formulating examples of historical contingency, of how different choices could have led to different consequences

### Materials:

books on Jamestown (see **Bibliography**), websites with definitions of different kinds of water, and aerial photograph at the end of this lesson

### Activity:

1. Break the class into three groups and have them research definitions for salt, fresh and brackish water. For each type of water, ask students to determine: (1) if the water is adequate for human consumption, (2) if someone could survive with just that water, (3) what factors produce change in the levels of salinity, etc. (adjusting for grade level and time available).
2. Have groups present these definitions and findings to the class at-large.
3. Have groups divide again with a copy of an area map (for example, one can be found at [http://www.learner.org/workshops/primarysources/images/1map\\_lrg.gif](http://www.learner.org/workshops/primarysources/images/1map_lrg.gif).) They should find Jamestown (example: number 1 on the key at the link above). Ask students what kind of water would they have expected to find 30 miles up the James River? Discuss whether they think that the colonists chose a water-wise site. If not, what could they have done to secure a fresh water source? What health

issues do students believe the colonists might have been plagued with, given that the water was brackish?

4. Show the photo of Jamestown. What do students notice? (marshland, low land, lots of water, trees) Do students have a prediction as to whether or not there is much arable land? What else would have been a problem for the colonists with so much marsh? (mosquitoes)



[http://www.learner.org/workshops/primarysources/images/1map\\_lrg.gif](http://www.learner.org/workshops/primarysources/images/1map_lrg.gif)

<http://www.history.org/visit/recreation/historicVenues/images/JamestownAerial.jpg>



## Lesson 8: Snake Identification

**Overview:** Colonists were faced with many new and unknown challenges, including unknown species of plants and animals.

**Objectives:**

Students will learn about the importance of identifying elements in ecological surroundings, focusing on the colonists' particular problems with poisonous snakes and plants. Students will understand quickly how the lack of knowledge of environment led to colonists' detriment.

**Time:** 45 – 60 minutes

**Standards:**

*Historical Thinking*

- Student engages in historical issues-analysis and decision-making

*Science Standard*

- Student develops understanding of the characteristics of organisms

**Materials:**

books on snakes at varying reading levels, images of snakes from websites or books

**Activity:**

1. Show images of several different snakes and ask if students are able to identify whether they are poisonous. ([www.virginiaherpetologicalsociety.com](http://www.virginiaherpetologicalsociety.com))
2. Students continue research on-line and in books to fill out the chart below:



## Snake Field Guide

Species / Size / Drawing	Distinguishing features	Where are they found?	Venomous?
Copperhead			
Canebrake Rattlesnake			
Eastern Mudsnake			
Eastern Cottonmouth			
Northern Watersnakes			







## Answer Key

Species / Size	Distinguishing features	Where are they found?	Venomous?
Copperhead ranges from 24 - 36 inches in length	Numerous bold bands shaped like an hour-glass wrap around their wide body while creating a pattern with light and dark contrast. Body can be pinkish, tan, orange or gray. The wide head is tan, golden-brown or copper.	they camouflage well in fallen leaves, swampy areas and in trees	<b>*Venomous*</b>
Canebrake Rattlesnake typically 30 – 60 inches long	Pinkish to light tan with dark-brown to black blotches and chevrons, and it has a marked stripe down the back and a stripe from the eye to the jaw. have a triangular head and a pit below each eye. The pupil of the eye is vertical and elliptical. The black tail is tipped with a rattle	Inhabits hardwood and mixed hardwood-pine forests, cane fields, and the ridges and glades of swampy areas in localized areas of southeastern Virginia	<b>*Venomous*</b>
Eastern Mudsake grows to lengths of 40-54 inches	Large, stocky snake with shiny black and smooth above with the black extending in bars across the belly. The basic belly color is pink or red which extends up along the sides as bars or triangles. Sharp tail tip.	Found in swampy areas of Southeastern Virginia	Not venomous
Eastern Cottonmouth 30 - 48 inches long (can be up to 72 inches long)  * Swims with the entire body on the surface of the water.	They are semi-aquatic with dark backs and pale bellies. The interior of their mouths are distinctively white. The head is triangular and flattened on top	Lives in swamps, brackish or fresh water and near fields adjacent to water source.	<b>*Venomous*</b>





# AMERICAN ADVENTURE

A Guide for Teachers and Students

Northern Watersnakes measuring 24-42 inches in length  * When swimming, most of its body is below the water and only the head shows when motionless.	Similar to cottonmouth but this is a large aquatic snake. Has dark crossbands on the neck and foreparts of the body, and alternating dorsal and lateral blotches on the rest of the body. The dark markings are wider than the spaces between them. There are usually black or reddish half-moons on the belly. Adults tend to darken obscuring the pattern.	Common in a variety of aquatic habitats, including lakes, ponds, rivers, freshwater and tidal creeks, ditches, swamps, freshwater and brackish marshes, and low wet areas.	Not venomous
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## Lesson 9: New World Fiction Book Club

**Time:** 5 Workshop Days, 30-40 minutes daily (give time for reading and discussion)

### Objectives:

Students will develop a deeper understanding of the colonists' experiences through the reading of these historical fiction novels. Students will work in book groups, discussing, sharing and analyzing the information presented in these books. Students will learn to distinguish fact from fiction using these works of historical fiction within the context of what they are learning factually in class.

- Carbone, Elisa. ***Blood on the River: James Town 1607***. Viking, 2006.
  - Written from the point of view of a former London street urchin, Samuel Collier, who becomes Captain John Smith's page, chronicling the first year of 1607.
- Hermes, Patricia. ***The Starving Time: Elizabeth's Diary, Book Two, Jamestown, Virginia, 1609***. (From "My America" series). Scholastic, 2001.
  - A journal-style historical fiction written from the point of view of a young colonial girl.
- Kudlinski, Kathleen V. ***My Lady Pocahontas***. Marshall Cavendish, 2006.
  - Told from the point of view of Pocahontas' Pamunkey friend and servant Neetah. She accompanies Pocahontas everywhere and reports on the colonists and the adventures they have.
- O'Dell, Scott. ***The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas***. Houghton Mifflin, 1987.
  - Written from the point of view of Serena Lynn, a young colonist who, having survived a shipwreck, arrives in Jamestown in 1609 and chronicles her adventures, including her meeting with Pocahontas.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## America 1607

L V U R F T T C O Y M W J C G Q I Y E Z  
Q G K E S N Z O D G E N T L E M E N H Y  
J G W Y H O E L A A H S R A M T L A S Q  
U S U S A N C O N S T A N T T R R N I L  
S T W R T S N N Z R R Q K L W A J T K R  
Y T G A Y S A I W R T J S N P G A T C I  
H G U X S A S S A F R A S G G V M R A P  
X R X R E N Y T N H I O M A E R E O R E  
D D Y P G S K S O T J S C R T V S V B R  
D I J R N E G T B K V S T X I E T D H W  
D Z P R A R O B I D B Y P R B O O M T I  
Y Y V C O C U N Y S P E S X T J W O G Y  
S R N L X J K R M H F E L C S M N S H E  
E T R O P W E N O Z M J D H O O X Q Y J  
N Q L D E V J I X A K K T Q R R U U O D  
T H N P O J D I J F O R T C F V Q I T R  
E B E C P O C A H O N T A S G F Z T E Z  
R N S G K V Y K M O B N A T A H W O P O  
Y I E G I Y D N H Y V J V B P Z G S R F  
D X Q O M R Y W U H T V T J O S Q Q F F

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BRACKISH

COLONISTS

DISCOVERY

DYSENTERY

FORT

FROSTBITE

GENTLEMEN

JAMESRIVER

JAMESTOWN

NEWPORT

POCAHONTAS

POWHATAN

SALTMARSH

SASSAFRAS

SUSANCONSTANT

STURGEON

TYPHOID

MOSQUITOS

## Lesson 1 MATERIALS: Non-Fiction Journal Writing Prompts

1. Many historians claim that the Jamestown colony should not have survived. There were too many odds stacked against the colonists. Why do you think Jamestown survived? What are three positive contributing factors to support this claim?
2. Some historians believe that if women had been in the first group of Jamestown colonists the survival rate would have been higher. Do you agree? Why or why not? Establish your opinion with a clearly articulated argument based primarily on fact.
3. How did the water quality (or lack thereof) affect the low survival rate in Jamestown in the year 1607? Give at least three examples with supporting factual details to support your thesis.
4. How did the instructions contained in the sealed documents from the Virginia Company impede the success of the colonists? Do you believe the instructions actually increased the death rate? If so, how? If not, why not?
5. Based on traditional *British* law, what right did the Powhatan Indians have to attack the colonists? Based on *Indian* law, what right did the Powhatan Indians have to attack the colonists?
6. Gold encouraged many colonists to leave England for America. How do you think gold contributed directly or indirectly to the high death rate in the colony's first year?
7. Is the story of Pocahontas laying her head across John Smith's head to save him from death a factually accurate story? Include research and as many facts as you can to support your opinion.



## Lesson 2: Play Scenes Materials

### Characters

- Group A – Powhatan (pronounced pow-HA-tan) Narrator  
Powhatan Child
- Group B – King James I  
King's Advisor
- Group C – Colonists: John Smith; Ships' Captains; Gentlemen; Craftsmen and other Laborers
- Group D – Chief Powhatan (real name, Wahunsonacock); Pocahontas; the Extras who act as English who do not want to go to the New World in Scene 1, the Paspahegh Natives who attack during Scene 6





## **Scenes**

### **Scene 1 – Group A, Narrator and Child**

Setting: Chesapeake Bay in the 21<sup>st</sup> Century

Event: The play opens with a modern-day Powhatan Indian speaking to his or her child about a time long ago when the colonists came to their land.

Write a dialogue between parent and child, introducing the story of how the colonists came to settle at Jamestown. The Child asks questions and the Narrator explains how the King wanted to bring wealth to England and establish a colony here.

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### **Scene 2 – Group B, King James and his Advisor**

Setting: April, 1606 at the King's Court in England

Event: The King's Advisor explains to King James I that Spain is getting wealthy because of all the riches they have found in the Americas. King James I makes an announcement that the Virginia Company is looking for people to sail to The New World in search of gold and for the King's glory!

Write a dialogue between the King and his Advisor that explains why the King wants to send people to the New World.

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## Scene 3 – Groups C and D, The Colonists and Extras

Setting: England, 1606 in the streets of London

Event: The colonists and Extras mill about, discussing their feelings about this new opportunity.

Write lines about how John Smith and the Gentlemen want adventure and wealth; the Craftsmen are eager for work in the New World as they can't find a job in London; Servants want a better life as well, and Extras remember the failures of previous tries to get there and are too afraid to go.

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## Scene 4 – Group C, The Colonists

Setting: The Atlantic Ocean in three ships: The God Speed, the Susan Constant and the Discovery

Event: The colonists set sail from London to the New World.

Write lines for the colonists, who complain of the journey's hardships: your voyage lasts for five months instead of the expected two, the food is terrible (the meat has maggots, the biscuits are moldy, the water tastes terrible and the grain is full of mice and mealworms). People are sick from disease, and there are storms that threatened to capsize you.







## Scene 5 – Group A, Narrator and Child

Setting: Chesapeake Bay in the 21<sup>st</sup> Century

Event: The Narrator summarizes the difficulties of deciding where to settle and the hardships the colonists encounter when they land.

Write a dialogue describing the four choices of where to land:

Inland Hills had lots of timber, plenty of game, and fresh river water, but access by ship was difficult and it was already occupied by Indians.

Sea Coast had plenty of fish and easy access by ship, but the coast would be exposed by storms and marauding Spanish ships. There was also almost no fresh water to be found.

Bay Island had plenty of fish and easy access by ship, and there weren't any Natives there, but there wasn't much fresh water and, and like the coast, they would be exposed to storms and marauding Spanish ships.

Bay Marsh had plenty of fish and easy access by ship, but it had brackish water and many mosquitoes. This is where the colonists decided to settle. Describe the difficulties the colonists had in this place.

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## Scene 6 – Groups C and D, The Colonists and Natives

Setting: May, 1607, The New World in a Bay Marsh

Event: The colonists arrive, drop anchor, walk through the muddy swamp and set up tents. When night falls, the Paspahegh Natives come and attack. They kill a man and a boy, and 10 colonists are wounded.

Write lines that complain about how difficult it is to walk around in all the mud and work in the heat because of your heavy clothes and armor. Write the attack into the script, then write lines that show the colonists' reaction.





## Scene 7 – Group B, The King and his Advisor

Setting: January 1608 at the King's Court in England

The colonists have sent word with a supply ship that they want to come home. King James I wants them to form a colony and settle there permanently. The King wants to take advantage of the New World's riches as Spain has done, and as France and Holland are doing. If England doesn't have settlements there, too, it is sure to lose out.

Write a dialogue between the King and his Advisor that explains why you want your subjects to stay in Jamestown for good.

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## Scene 8: Group A, Narrator and Child

Setting – Chesapeake Bay in the 21<sup>st</sup> Century

The colonists get sick and die from diseases contracted from water and mosquitoes, from poisons of snakes and plants, and from attacks from the natives.

Write a dialogue of how they name the new area Jamestown after King James I, explain how half of the colony died by September, tell of how supply ships came to bring food, tools, clothing and messages from home and took products back to England such as beaver and otter skins, sassafras, pitch and tar, clapboards, and what the colonists thought was gold but tested as worthless back in England.

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## Scene 9: Groups C and D, choose characters based on chosen climax and resolution.

Choose a climax and resolution (each of these climaxes actually happened – let students choose the ending that they like best):

- 1) John Smith goes exploring and is captured by natives and taken to Chief Powhatan. Just as they are about to club him to death, the chief's daughter Pocahontas lays her head on John Smith's. The chief takes this as an omen and spares John Smith's life.
- 2) In January 1608, a fire breaks out in the fort and almost everything is destroyed. John Smith is put in charge and he requires everyone to work, saying, "He that will not work shall not eat." Under his leadership, the colonists rebuild, dig and plant fields, and Jamestown doubles in size.
- 3) In 1609 there is a drought and the crops fail. A fleet of supply ships brings over 1,000 new settlers. There is no food, and even the horses, dogs, cats and rats are eaten. People boil leather items like boots and belts to eat. You have raided the Powhatans for food and they are no longer friendly or helpful. Most colonists die of starvation, and only 60 survive the winter. When the next supply ships come carrying only 16 days' worth of food, Jamestown is declared a failure. The colonists board the ship, hoping the food will last until a safe return to England. Before the ship sets sail, three ships full of food arrives. Everyone returns to Jamestown and the settlement is saved.

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## Scene 10: Group A, Narrator and Child

Setting – Chesapeake Bay in the 21<sup>st</sup> Century

Write a concluding dialogue for the play. This could be a summary of the play, or a brief explanation of the times afterward when the colony grew and the settlers took more and more of the Powhatan's land. The Narrator might explain that although the Powhatans had a difficult history, and although there are Powahatans living all over North American today, many continue to live around Chesapeake Bay, working to preserve its wildlife and beauty.





## Lesson 4 MATERIALS: Seasonal Collage Materials

### Questions to Answer

Season: \_\_\_\_\_

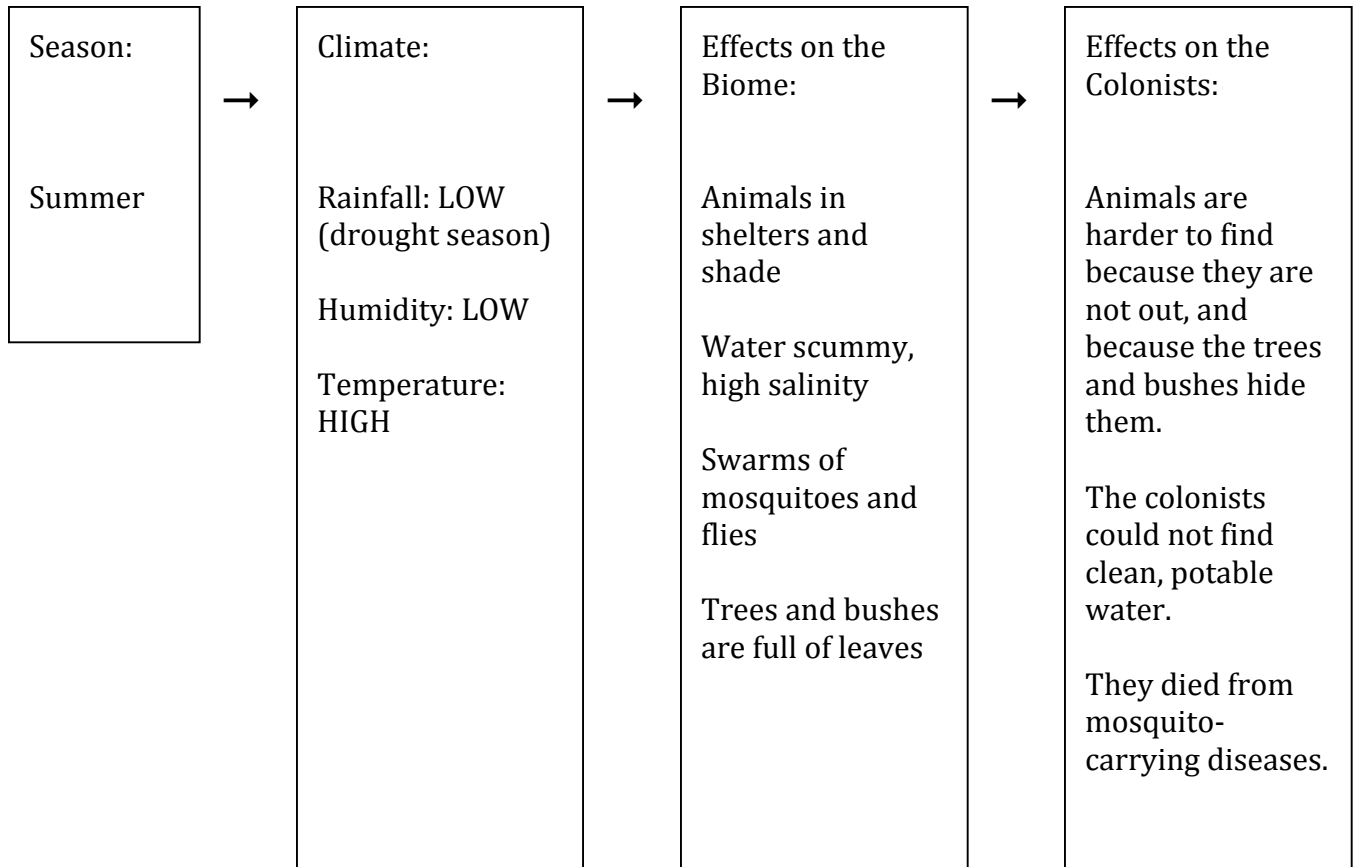
1. What are the main colors of this season?
2. What animals are found in the sky, water and land in this season?
3. What animals are migrating to or from Jamestown at this time?
4. What plants can be seen at this time?
5. How do the trees look? Are there leaves during this time? Nuts?
6. How does the water look? Is it clean and clear, or full of scum?
7. Is there plenty of food for the animals to eat? What do they eat and where will it be found?
8. Is your area good for farming? Collecting water? Hunting? What might a colonist or native use this area for?



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graph LR; A[Season:] --> B[Climate:]; B --> C[Effects on the Biome:]; C --> D[Effects on the Colonists:];
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The diagram is a horizontal flowchart with four rectangular boxes connected by arrows. The first box is labeled "Season:", the second "Climate:", the third "Effects on the Biome:", and the fourth "Effects on the Colonists:". Arrows point from the first box to the second, from the second to the third, and from the third to the fourth, indicating a sequential relationship between these factors.

## Cause and Effect Graphic Organizer (Sample)



## Bibliography & Works Cited

Boraas, Tracey. ***The Powhatan: A Confederacy of Native American Tribes***. Bridgestone, 2003.

Describes the lives of the Powhatan people, past and present, including culture, customs and relations with English settlers

Carbone, Elisa. ***Blood on the River: James Town 1607***. Viking, 2006.

Written from the point of view of a former London street urchin, Samuel Collier, who becomes the page of Captain John Smith and chronicles that first year of 1607

Cooper, Michael L., ***Jamestown, 1607***. Holiday House, 2007.

*Historical account of the year 1607 in Jamestown with maps, paintings and drawings from the time period*

Ford, Carin T. ***Pocahontas: American Indian Princess***. Enslow, 2006.

Early chapter book (transitional reader), perfect for a short account of Pocahontas' life

Hermes, Patricia. ***The Starving Time: Elizabeth's Diary, Book Two, Jamestown, Virginia, 1609*** (from My America series). Scholastic, 2001.

A journal-style historical fiction written from the point of view of a young colonial girl

Huey, Lois Miner. ***American Archaeology Uncovers the Earliest English Colonies***. Marshall Cavendish, 2010.

A summary of how Jamestown came to be, along with how the archeological clues such as artifacts, bones and tree rings, inform its history

Jones, Victoria Garrett. ***Pocahontas: A Life in Two Worlds*** (from Sterling Biographies series). Sterling, 2010.

Full of information on the accounts of Pocohontas' life and times, easily read in pieces because of clearly subtitled sections

King, David C. ***The Powhatan (from First Americans series)***. Marshall Cavendish, 2008.

A chapter book illustrated with photographs, describing the history of the Powhatan and including how to make a headband, corn soup, speak some Powhatan words and more

Kudlinski, Kathleen, V. ***My Lady Pocahontas***. Marshall Cavendish, 2006.

Told from the point of view of Pocahontas' Pamunkey friend and servant Neetah. She accompanies Pocahontas everywhere and reports on the colonists and the adventures they have.

Lange, Karen E. **1607: A New Look at Jamestown**. National Geographic, 2007.  
Advanced picture book based on new archeological finds at the Jamestown fort.

Marcovitz, Hal. **John Smith: Explorer and Colonial Leader**. Chelsea House Publishers, 2002.

Non-fiction text chronicling John Smith's contributions to the mapping of the area and his ability as a leader in the New World

Morley, Jacqueline. **You Wouldn't Want to Be an American Colonist! A Settlement You'd Rather Not Start**. The Salariya Book Company, 2009.

A fun and funny picture book version of the Jamestown story

O'Dell, Scott. **The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas**.

Written from the point of view of Serena Lynn, a young colonist who arrived to Jamestown in 1609

Schanzer, Rosalyn. **John Smith Escapes Again!** National Geographic Society, 2006.

A picture book that chronicles the capers of John Smith

Sewall, Marcia. **James Towne: Struggle for Survival**. Simon & Schuster, 2001.

A personal and detailed account of the Jamestown story through an advanced reader picture book

Williams, Susan Morgan. **Powhatan Indians**. Heinemann Library, 2003

A description of the tribe from the 1600's to today

## Additional Materials

### Interactive on-line educational games about Jamestown

Fun on-line games that help students understand the decisions the colonists were faced with in that first year of 1607. Games could be played as a class on a projected screen as a quick introduction before the visit to the exhibit or as a group assessment after the visit.

- [www.classbraingames.com/2009/12/jamestown-game/](http://www.classbraingames.com/2009/12/jamestown-game/)
- [www.historyglobe.com/jamestown/](http://www.historyglobe.com/jamestown/)
- [www.kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/](http://www.kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/)