

Part I: Thematic Primary Source Set

Topic/Big Idea: How did Native Americans influence Jamestown and the settlers?

Grade Level and Subject Area: 4th Social Studies- Virginia Studies

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Smith Rescued by Pocahontas Creator(s): E. Corbould ; T. Knight. Date Created/Published: 1850-1900</p> <p>http://www.loc.gov/item/93517603/</p>
	<p>Title: The Village of Secotan Creator(s): Bry, Theodor de, 1528-1598, engraver; White, John, active 1585-1593 , artist Date Created/Published: 1619</p> <p>http://www.loc.gov/pictures/item/2001695723/</p>
	<p>Title: Creator(s): Smith, John, 1580-1631; Hole, William, -1624 Date Created/Published: 1624</p> <p>http://www.loc.gov/item/99446115/</p>
	<p>Title: The Town of Pomeiock Creator(s): <u>Bry, Theodor de, 1528-1598</u>, engraver; <u>White, John, active 1585-1593</u> , artist Date Created/Published: 1590</p> <p>http://www.loc.gov/pictures/item/2001696973/</p>



Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Essential/Investigative Question: How do these sources compare to what we already know about Jamestown settlement and early colonial life? Why did the settlers choose to settle at Jamestown?

Objective(s):

Students will compare and contrast sources to create conclusions about Native American influences on Jamestown.

Students will analyze primary sources and identify contributions made by Native Americans that impacted early life for settlers in Jamestown.

Standard(s) Addressed:

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by

g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

Procedure:

The goal for this lesson is building analysis skills and creating opportunities for students to identify how Native Americans impacted life for settlers of Jamestown. Pictures are included for comparing and contrasting Native American villages to English towns. Students are to see similarities and differences between both groups of people, and what might have been a contribution to help increase the survival for settlers. Included is a picture of Pocahontas saving John Smith, so students can extend their thoughts about Native American and settler relationships within Jamestown. The map created by John Smith could extend student thinking about Smith's contributions to the first settlement.

Introduce this set after some instruction about Jamestown and the first settlement. This way, students have some background knowledge about the settlement. Students need to know that the Native Americans were there first, and the settlers came over around 1607. After students have had some instruction on Jamestown, introduce this primary source set.

These images would not be distributed to the students. The images will be shown on the board for students to analyze and think about.

1. First, show the two pictures of the villages on the board. Ask students to compare and contrast the villages in the pictures. What do they notice is the same and what is different? What do they think these are pictures of?
2. After they look at the pictures, students will talk in tables or groups about what they think these pictures are? As a class, discuss student ideas about the pictures. Relate that one is a Native American village and one is a small town. Discuss what students noticed as similar, and who might have contributed those ideas. The students would identify



what was potentially introduced by the Native Americans, and what was brought over by the English. Each group or table would be assigned either Native American or English settler. In groups, students will either write or draw contributions or characteristics about one group of people on large chart paper. They can reference the community, people, food, or any other characteristic. Afterwards, the groups will share their paper with the class. They can even compare and contrast other groups that had the same group of people to write about.

3. Ask if students thought the interactions between the two groups of people were good or bad. Show the picture of Pocahontas saving John Smith, and ask the same question. What do you think the interactions were like? Ask why Pocahontas would be saving John Smith? Do they think that he did something to make the Native Americans mad? The students can brainstorm in groups what they think the interactions between the groups were like.
4. Before discussing their thoughts, show the picture of the map created by John Smith. In the top left corner, there is a picture of Chief Powhatan. Why might John Smith include that picture in his map? Students should continue to discuss their thoughts in groups. Divide the class in half. Students who thought their interactions were negative would go to one side, and students who thought their interactions were positive would go to another. Once they choose a side, they can discuss their thoughts based on past instruction and pictures shown during this lesson.
5. The students will reflect after the activities. Write “positive,” “negative,” and “question” on the board. The students will get three sticky notes. They will write one positive contribution or interaction between the Native Americans and settlers. They will do the same for “negative” and write one question they have about Jamestown and Native Americans under the question section. Read some of them in each category, but allow students to walk up to the board and look through the sections.
6. At the very end of the lesson, students will complete an exit slip by telling one thing that surprised them and the most interesting thing they learned that day. This will serve as an informal assessment.

