**Technology Integration Lesson Plan**

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| **Strand** | Social Studies/History & Social Science | |
| **Topic** | John Smith and the Jamestown Settlement | |
| **Primary SOL** | VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by:  c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement  g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers | |
| **Related SOL** | 4.6 – The student will read and demonstrate comprehension of nonfiction texts:  c) Explain the author’s purpose.  f) Draw conclusions and make simple inferences using textual information as support. | |
| **Background Information** | John Smith played a critical role in establishing the Jamestown settlement. The King of England granted charters to the Virginia Company of London, of which Smith became a part in 1606, to establish a settlement in North America and extend English rights to the settlers. Jamestown was mainly an economic venture for the English, financed by the stockholders of the Virginia Company of London. It became the first permanent English settlement in America in 1607. John Smith’s influence directly impacted the survival of the settlers, especially due to his forced work program (“he who works not, eats not”) and his leadership in initiating trade with the native peoples.  **Importance of Virginia Charters**  The King of England granted charters to the Virginia Company of London to:   * Establish a settlement in North America * Extend English rights to the settlers.   **Reasons for Site Choice**   * Instructions told the settlers to go inland and find a suitable place for their colony. * The location could be easily defended from attack by sea (by the Spanish). * The water along the shore was deep enough for ships to dock. * They believed the site had a good supply of fresh water.   **Hardships Faced by the Settlers**   * The site they chose to live on was marshy and lacked safe drinking water. * The settlers lacked some skills necessary to provide for themselves. * Many settlers died of starvation and disease.   **Changes that Resulted in Survival**   * The arrival of supply ships * The forced work program and strong leadership of Captain John Smith * The emphasis on agriculture | |
| **Hook/Engage** | Ask students if they have ever kept a diary; explain that they have then created a *primary source* of their own personal history. Tell students that today, they will get the opportunity to examine a primary source from someone that is very important to our nation’s history and that this person was critical in the establishment of the Jamestown settlement, which is very close to our home in Williamsburg. | |
| **Vocabulary** | Define: Virginia company, colony, economic venture, primary source, leader, resilience/adaptability, cooperation | |
|  | **Plan A** | **Plan B** |
| **Materials** | * Computer with Internet connection * Document camera & projector * Online timeline creator found at: [readwritethink.org](http://www.readwritethink.org/files/resources/interactives/timeline_2/) | * Levy, J. (2014). *Life in Jamestown Colony*. Milwaukee, WI: Gareth Stevens Publishing. * Chart paper, loose-leaf paper * Pencils, markers |
| **Student/Teacher Actions (delivery)** | 1. Using PowerPoint, deliver brief background information about the Virginia Company of London and the reasons for the English settlement at Jamestown. Display John Smith’s map of Virginia, leading a discussion of its various aspects. 2. Discuss with students why the colonists chose to settle in Virginia, citing reasons like: easily defended by a sea attack, deep water for ships to dock, fresh water supply. 3. Using the document camera, project 5 excerpts (one-by-one) from John Smith’s *A True Relation.* Distribute copies to each student. Lead a class discussion to help students understand the language of the letter. Have students write each event in simpler language. 4. Divide students into groups of three. Have each group put the events from the primary source in chronological order. In the computer lab or using the class computers/iPads, students will create an online timeline at http://www.readwritethink.org/files/resources/interactives/timeline\_2/ to display the events that occurred in the colony. 5. Lead a class discussion about the traits that make up a good leader, allowing students to share ideas. Ask students to provide ways in which John Smith exemplified leadership characteristics during the settlement of the Jamestown colony, providing evidence from the primary source they have just analyzed. 6. Explain to students that they will be writing their own letters back to the King of England from the perspective of a settler. Students should include examples of hardships they have experienced on the colony and ways in which John Smith helped them survive. Allow students to share their letters with the class, if desired. 7. Using Kahoot! and the class set of iPads or iPod touches, have students play a teacher-created quiz game to review reasons for settlement, hardships faced by the settlers, and ways in which John Smith’s leadership helped them survive. | Same as Plan A except:   1. Deliver direct instruction using a read-aloud of *Life in Jamestown Colony* by Janey Levy and an accompanying handout. 2. Same as Plan A 3. Same as Plan A, if document camera is available. If not, simply read the excerpts aloud and have each student follow along on their own paper. 4. Instead of creating an online interactive timeline, groups will create a physical timeline on chart paper using markers. 5. Same as Plan A 6. Same as Plan A 7. Distribute a paper-and-pencil post-assessment for students to complete individually. Questions should cover reasons for settlement, hardships faced by the settlers, and ways in which John Smith’s leadership helped them survive. |
| **Assessment** | Formative assessment will come from student participation in discussion of ways in which John Smith exemplified leadership in the success of the Jamestown settlement. If using technology, additional formative assessment will come from the Kahoot! data and can inform teacher about necessary additional instruction with this material. If not using technology, this data will come from the pencil-and-paper post-assessment. Summative assessment will come from the timelines created by student groups (either using technology or not), as well as the completed letters to the King of England. | |
| **Extensions and Connections** | If possible, plan a class field trip to the Jamestown settlement since it is extremely close to Williamsburg. A possible alternative would be the online resource, *The Jamestown Online Adventure*, which is an interactive game where the students become the captain of the Jamestown Colony. They can make decisions about where to land, how to obtain food, how to keep the colonists alive, and how to keep the Virginia Company of London rich and happy. Interactive game found at <http://www.historyglobe.com/jamestown/>. | |
| **Strategies for Differentiation** | This lesson allows for integration of Howard Gardner’s multiple intelligences: visual/spatial (map, visuals); mathematical/logical (timelines); verbal/linguistic (reading Smith’s letter to England); interpersonal (understanding others’ feelings). This lesson also allows for whole group and independent work. Additional differentiation can come from:   * Strategically assigning student groups * Allowing students to illustrate timelines | |

**Selected excerpts from John Smith’s *A True Relation* and accompanying example translations:**

* “You shall understand that after many crosses in the downes by tempests, wee arrived safely uppon the Southwest part of the great Canaries:…the verie mouth of the Bay of Chissapiacke…”
  + After a big storm, they landed at the mouth of the Chesapeake Bay
* “…Captain Newport and my selfe…set forward to discover the River, some fiftie or sixtie miles, finding it in some places broader, & in some narrower, the Countrie (for the moste part) on each side plaine high ground…the people in all places kindely intreating us…feasting us with strawberries, Mulberries, Bread, Fish, and other their Countrie…”
  + Captain Newport and John Smith explore Virginia and the native people give them fruit and other food
* “Captaine Martin…yet so sicke and weake, and my selfe disgrac'd through others mallice…plagued us with such famin and sicknes…as it cost manye their lives.”
  + Captain Martin, John Smith, and many others were very sick, weak, and starving. Many of the settlers lost their lives.
* “…the ship sent for England. Wee now remaining being in good health, all our men wel contented…in love one with another, and as we hope in a continuall peace with the Indians…to see our Nation to enjoy a Country…”
  + The ship went back home from England, leaving the settlers at Jamestown. They were happy and hoped to get along with the Native Americans in their new country.

Smith, J. (1608). *A true relation of such occurrences and accidents of note as hath happened in Virginia.* Excerpts retrieved from: <http://www.americanjourneys.org/pdf/AJ-074.pdf>