

Foundation 5: Historical Thinking and Document Analysis Skills

Lesson Title: Jamestown

US History Grade 3

Arkansas Social Studies Framework

Strand: History

Standard: 6 History: Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

H.6.3.11: Identify Jamestown as the first permanent American settlement

H.6.3.12: Discuss John Smith's role and influence in the establishment of a self sufficient settlement in Jamestown

H.6.3.13: Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)

Common Core State Standards: Reading and Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects K-5

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Materials

- *List-Group-Label*- one per student
- *Primary Sources: Jamestown* Background Reading Passages – one per student
 - *First Residents* (700L)
 - *Hard Times* (740L)
 - *Powhatan Life* (820L)
 - *Why Jamestown* (820L)
 - *John Smith Biography* (780L)
- Sticky Notes
- *Probable Passages worksheet* – one per student
- Images of Jamestown Settlement – one set per group
- *Jamestown Digital Story Script* – one per student
- iPads – one per student
- *Document Based Assessment Activities*—on per student

Background Information

Jamestown Settlement was founded on May 13, 1607, by over 100 men and boys who came to present-day Virginia from London, England. They named the town Jamestown after King James. These men hoped to find gold and silver in order to become rich. Jamestown was the first permanent English settlement in what would become the United States. The town was built on Jamestown Island along the James River. This location was selected because the local American Indian tribes did not live on the island and it was a good place to defend themselves from other European colonists.

The people of Jamestown had many problems. They built their town near a swamp. The water was bad for drinking. Many insects lived around the swampy land. The insects gave the people diseases. The leader, Captain John Smith, made the rules for the men. One of the rules was, "You don't work, you don't eat." The settlers traded with the Powhatan Indians. They gave the Powhatans tools, pots, and knives, in return for meat and vegetables. More supplies were eventually brought over from England on a ship. Many of the people of Jamestown ended up dying from disease, but in the end the settlement proved that a colony could exist in America.

Lesson Overview

In today's lesson students will use-strategies for reading, writing, and-document analysis, to engage in historical thinking and answer key questions related to the lessons objective. In addition, the students will understand the issues that the settlement of Jamestown had to endure to become a successful colony.

Essential Question:

Why do people colonize areas? What are the struggles they encounter? What is the role of leadership in helping them become self sufficient?

Reading Strategy: List-Group-Label & Read-Retell-Record

Historical Thinking Skills:

- Students will use historical thinking skills as they identify key information from and across. This information includes historical developments and specific details regarding circumstances in time and place. They will analyze the information gathered from the text(s) to determine the relationships among the ideas. Then students will synthesize those ideas and relationships by labeling them. This graphic organizer can then be extended into pre-writing for responses to document-based questions. Throughout this strategy, students are collaborating and using historical discourse to explain their thinking, the relationships among the ideas, and how the ideas can be synthesized.

Key Question:

Why did the settlers establish the Jamestown Colony and what struggles did they experience?

Procedures Part I (List-Group-Label):

1. Instruct the class that they will be learning a vocabulary strategy in which they will be brainstorming and classifying. The teacher should then clarify what brainstorming and classifying means.
2. Students should then be told that the subject of the lesson will be the settlement of Jamestown. The teacher will then ask the students to brainstorm words or phrases they associate with this topic. These should be written on the board so they can be seen by the whole class.
3. Once the students have generated about 20 words or phrases the class will divide into small groups.
4. Each group will receive a copy of the *List-Group-Label* graphic organizer.

PUBLISHING

Directions: Write in the topic, then make a list of words about the topic. Look at the list and create categories of related words. Be sure to label each category.

5. The teacher will model analyzing-information gathered to determine the relationships among the ideas.
6. In small groups, students will organize the words into categories.
7. The teacher will model how to synthesize those ideas and relationships by labeling the ideas.
8. In small groups, students will synthesize the information and give the categories labels, determined by evaluating the different attributes, characteristics, and features that the words may have in common.
9. Below is an example:

Topic: Jamestown

List

Virginia	disease	famine	trees	port	attack	colonists	wealth
Chesapeake Bay	death	tobacco	Atlantic Ocean	farming	geography	American Indians	hard work
starving	winter	slavery	Powhatan	coast	survival ships	community	

Geography

Jamestown	port
American Indians	coast
Chesapeake Bay	trees
Atlantic Ocean	Virginia

winter survival
disease hard work
attack

environment	American Indians	hard work
ships	community	wealth
colonists	coastal plain	tobacco
survival		farming

American Indians	hard work
community	wealth
coastal plain	tobacco
	farming

Procedures Part II (Read-Retell-Record):

This strategy will provide a specific way for “tracking thinking” as students read. It requires collaboration to break down the meaning of complex texts while promoting historical discourse. This strategy will have students use their historical thinking skills to interpret text and synthesize key ideas.

1. Students will be placed in groups of three and each student will be given a role; #1, #2, or #3.
2. Each group will receive one of the Historical Background Reading Passages per student:
 - a. *First Residents (L700)*
 - b. *Hard Times (L740)*
 - c. *Powhatan Life(L820)*
 - d. *Why Jamestown (L820)*
3. The teacher will model the student steps.
4. Students will all read a section of their passage. The teacher can decide how much each student should read. Dividing the reading into thirds is the easiest option.
5. Instruct each group to begin their reading. Students should complete the following tasks, based on their roles:
 - a. Role #1: Read aloud the first third of the passage.
 - b. Role #2: Retell the “Big Idea” in your own words
 - c. Role #3: Record the “Big Idea” on a sticky note
6. Students will then rotate the jobs and repeat the process until they’ve completed the entire reading

Debrief and Discussion

As a wrap up, the teacher will call upon several of the groups to share out their final work from both of the reading strategies, giving textual evidence regarding the Key Questions - Why did the settlers establish the Jamestown Colony and what struggles did they experience?

If the teacher has access to a Document Camera, the students can show their graphic organizers while the teacher comments on their findings.

Writing Strategy: Probable Passages

Historical Thinking Skills:

Students will learn how to extract useful information in order to make supportable inferences answering the Key Question.

Key Question:

How did John Smith help to make Jamestown the first successful settlement?

Procedures (Probable Passage):

1. The teacher may provide or have the students provide key vocabulary words that relate to John Smith and his leadership skills.
2. The teacher will use guiding questions that relate to historical thinking regarding the Jamestown settlement, what it took to be successful, and qualities of a leader.
3. The teacher will model taking the key words and writing them into a *Probable Passage*, something that could possibly be in the text related to the Key Question.
4. Students will then write their own *Probable Passage*.
5. Students read the *John Smith Biography*.
6. Teacher leads discussion as students share how their passage compares to the actual text.
7. Teacher uses the original guiding questions to have students synthesize their understanding of John Smith's leadership.

Probable Passages

Directions: Write down the key concepts for the lesson. Use a prewriting strategy and then write a probable passage using these words. After reading, compare your passage to the text.

Key Concepts:

Prewrite:

Probable Passage:

How does your passage compare to the text?

8. After they have written the passages, they will read the biography and compare their writing to the text. This step is key because students are analyzing their writing against published writing to verify information. Below is an example of a *Probable Passage* about the settlement of Jamestown.

Key Concepts:

Jamestown, ships, Chesapeake Bay, ocean, settlers

Prewrite:

Jamestown settlers
ships, ocean
Chesapeake Bay

Probable Passage:

The settlers moved to Jamestown. They came by ships across the ocean. They came to Chesapeake Bay.

How does your passage compare to the text?

My facts are correct, but I have very few details. That is probably because I didn't know much about the subject at first. Now, if I were to rewrite the passage, I would include many more details and more description about the colony.

Debrief and Discuss

- Using their completed graphic organizer, students discuss their writing and cite textual evidence that illustrates how John Smith helped to make Jamestown the first successful settlement.
- The teacher clarifies any misunderstandings and answers any questions.

Historical Document Analysis: Create a Digital Story of Jamestown and John Smith

Historical Thinking Skills:

- Although our students live in a largely communication-oriented and digital world, traditional classrooms often include students sitting and focusing on the printed word. Creating a digital story based on the visual documents of Jamestown's past will help tap into the creation parts of their minds. The technology component of this lesson provides students a way to blend design, creativity, and thoughtful expression with technological skills.

Key Question:

- What is the sequence of events in the settling of Jamestown that resulted in its success?

Procedures Part I (Digital Story)—The Planning Phase:

Using causation students will identify, analyze, and evaluate multiple cause and effect relationships in a historical context.

1. The teacher will explain to the students that they will be considering what they have learned about Jamestown and creating a digital story using the program iMovie on the iPad.
2. The students will be divided into groups with three students in each group.
3. The teacher will distribute printed copies of the Jamestown images.
 - a. These images have will have letters on the back so students can refer back to them later as *Picture A*, *Picture B*, and so on.
4. Each group will also receive one copy of the *Jamestown Digital Story Script* which has seven different scenes that the students will narrate.
5. The teacher will point out that the scripts have certain words that have been removed. The groups will begin by reading the script and trying to infer what the missing words are.
6. After the scripts have been completed the group will look at the copies of the images and decide on which seven they would like to use. They have the choice to pick which ever they want, and the teacher should stress that this is their opportunity to try and find an image that best applies to each passage.
 - a. The images are also laminated and printed relatively small so that the groups can manipulate them as they create a timeline at their tables.
7. Once they've put their timeline in order, they should write the labels of the chosen images in the boxes next to each passage on their script.

Procedures Part II (Digital Story)—The Recording Phase:

1. The students will open the program iMovie and start a new Project. The teacher will have to pre-load the Jamestown images on the iPad.
2. Students will find the Jamestown images in the gallery and will tap each image to load it in the timeline in iMovie.
3. The students will need to arrange the images to correspond to the timeline in their script.
4. Once this is done, students can begin to record each passage separately. It is recommended to record each separately in case of re-takes.
5. After all the narrations have been added, the students should match up the timing of each image to the narration.
6. It is a good idea to do a demonstration ahead of time for the entire class, so they can see the steps involved.

Debrief and Discussion

7. Teacher will have the groups create a title to the story and/or add time period music.
8. The teacher also has the option of sharing these projects with various online video services (YouTube, etc.) or simply sharing them on the projector with their class.
 - a. The power of seeing and sharing students' finished products is a strong motivator for students creating these types of projects.

Assessment: John Smith Document Based Assessment

Students will complete the *John Smith Document Based Assessment* ranking and evaluating his leadership of the colony and answering the Essential Question.

How did John Smith show leadership to help establish the Jamestown colony?

John Smith

- ☐ John Smith had a lot of military experience.
- ☐ He motivated the colonists to work by proclaiming, "He who does not work will not eat."
- ☐ He had a friendship with Pocahontas and the Powhatan tribe.
- ☐ He explored the Chesapeake Bay looking for sources of food.
- ☐ He kept a detailed record about his experiences with various American Indian tribes.
- ☐ He drew a map of Virginia.

Directions: John Smith did many things that helped the colony of Jamestown survive. Look at the list above of things he accomplished in his life, and then complete the tasks.

1. In the check boxes, rank these events in order of importance to the colonists in Jamestown. Number one should be the most important and number six the least important.

2. Why did you rank the events in the order you chose?

3. What qualities make a good leader?

4. In your opinion, was John Smith a good leader? Explain your answer.
