



# Constructing a Virtual Paspahugh Village

## Instructional Plan

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### OVERVIEW OF LESSON:

This is a five-lesson unit designed to be implemented in one of two ways: by a single teacher over a time span of approximately 3 weeks (15 class periods) or concurrently by multiple teachers across disciplines over a time span ranging from approximately 3 to 8 class periods. Students will explore a virtual Paspahugh Indian village, evaluate the relationship between the villagers and English colonists arriving in the New World, use mapping skills to plot coordinate points from the village, create a storyboard of the events that occurred during the voyage, use their storyboard to develop a script of the scene, and investigate the strategies involved in creating a video game of similar nature.

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### SUBJECT MATTER:

English  
Math  
History  
Art  
Technology

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### GRADE LEVEL:

11

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# Discovering the New World: The Journey from England to Jamestown

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## TIME ALLOTMENT:

Lesson One (History): 2-3 class periods

Lesson Two (Math): 1-2 class periods

Lesson Three (English): 4-5 class periods

Lesson Four (Art): 5-8 class periods

Lesson Five (Computer Programming): 2-3 class periods

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## LEARNING OBJECTIVES:

### English Lesson:

- Students will be able to synthesize multiple sources and create an imaginative representation of the time period
- Students will display comprehension of the role of colonist and Paspahegh Indian
- Students will compose a grammatically correct and polished scene narrative that can be used by art students to create a “storyboard”
- Students will understand how “stage directions” are integrated into dramatic scenes
- Students will use dialogue format properly

### Math Lesson:

- Students will be able to identify points in each of the four quadrants
- Students will be able to plot points on a coordinate grid

### History Lesson:

- Students will be able to identify cultural traits about the Powhatan people living at Paspahegh
- Students will be able to summarize differences between the American Indians and European settlers, and explain why the groups conflicted over time

### Art Lesson:

- Students will develop an understanding of how “storyboards” fit into the design and production of video games, movies, and commercials
- Students will see how ideas, events, and experiences on paper can be converted into visual images
- Students will gain experience in using digital cameras, scanners, and Photoshop

### Computer Programming Lesson:

- Students will understand how to develop a flowchart, and how it is an integral part of video game design

## LEARNING STANDARDS:

### Content

Standards listed below are not given in their entirety. Rather, the parts of the standards covered by this instruction are included. For complete text of the Virginia Standards of Learning, go to: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)

#### English

- 11.4a: The student will use information from texts to clarify or refine understanding of academic concepts
- 11.4e: The student will analyze information from a text to draw conclusions
- 11.6a: The student will describe the dramatic conventions or devices used by playwrights to present ideas
- 11.7a: The student will write in a variety of forms, with an emphasis on persuasion
- 11.7f: The student will adapt content, vocabulary, voice, and tone to audience, purpose, and situation
- 11.7g: The student will revise writing for accuracy and depth of information
- 11.7h: The student will proofread final copy and prepare document for intended audience and purpose
- 11.8: The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

#### Math

- 7.12: The student will identify and graph ordered pairs in the four quadrants of a coordinate plane

#### History

- 11.2: Explorations and settlements of the English in the colonies often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe.
- I.4b: English learned farming techniques from American Indians, and cooperated on trade and crops.
- I.4b: English colonists and Indians conflicted over land and cultural issues, and struggled with the language differences.
- I.3b: American Indians fished, hunted, and harvested crops for food. Clothing was made from animal skins and plants. Their shelter was made of resources found in their environment.

### Technology

See complete Technology standards at <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

### Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

### Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

### Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

### Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

### Arts

See complete Arts standards at <http://artsedge.kennedy-center.org/educators/standards.aspx>

- Art II.4: Students will use technology to create and manipulate images
- Art II.6: Students will use historical subject matter and symbols as inspiration to produce works of art
- Art II.16: Students will describe distinguishing features in works of art that may be used to differentiate among a variety of historical periods and cultural contexts

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## CRITICAL AND CREATIVE THINKING OBJECTIVES:

A complete listing and explanation of critical and creative thinking objectives can be found at [www.ideas.soe.vt.edu](http://www.ideas.soe.vt.edu).

Conceptualization	Students will verbalize or represent ideas using 2D and 3D representations, movement or other forms relevant to the context.
Exploring	Students will explore a challenge using a variety of raw materials, stimuli, and experiences.
Analogical thinking	Students will make associations and identify comparative relationships between two or more objects or ideas.
Examining ideas in new and varied ways	Students will engage in activities that provide others' perspectives on a challenge.
Observing	Students will observe things related to the challenge closely to identify details, procedures, and methods
Elaborating	Students will develop ideas and information that expands on what is explicitly given.
Inferring	Students will draw conclusions not explicitly stated based on evidence and reasoning.
Extrapolating	Students will transfer knowledge of one topic to another.
Questioning	Students will identify missing or unclear information and ask questions to seek clarity.
Separating	Students will discard ideas that are not relevant to the context.
Relating	Students will identify associations between objects or ideas.
Interpreting	Students will state the meaning of a situation, process, product, or information after considering all resources.
Summarizing	Students will condense multiple ideas into a cohesive and comprehensive summary and restate it using personal connections and interpretations.
Composing	Students will use written, oral, and symbolic language to communicate a summary of thoughts, ideas, and solutions.
Assessing knowledge	Students will identify prior knowledge and describe the degree of familiarity with that knowledge.

Performing	Students will outline steps they are taking/have taken to achieve their goals.
Identifying consequences	Students will list possible outcomes and consequences as decisions are made and describe how they will affect goals and progress.
Evaluating the process	Students will identify the critical and creative processes used to generate results and describe how the process aligns with the goal.
Evaluating the product	Students will make revisions to the product as needed to align with their goal.
Avoiding impulsivity	Students will exercise control over thoughts and reactions by pausing to think, ask questions, and talk through ideas.
Embracing multiple points-of-view	Students will present ideas and arguments through the lens of multiple perspectives.
Remaining Open-Minded	Students will identify how ideas from multiple experiences (to include senses, fantasy, aesthetics, feelings, and actions of others) influenced their ideas.
Demonstrating Autonomy	Students will initiate activity and exercise self-direction and self-discipline.
Persisting	Students will continue to work until goals are met.
Exhibiting courage of convictions	Students will publicize thoughts or ideas and accept criticism from others.

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#### PREREQUISITE KNOWLEDGE:

This unit is designed to supplement the study of early American history. Students should be able to explain the basic concepts surrounding colonization, the relationship between colonists and Native Americans, and the geography of the New World.

Students should also have a general understanding of basic computer skills such as navigating the Internet, use of word processing software, and keyboarding skills.

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#### MEDIA/TECHNOLOGY COMPONENTS:

##### Websites

For Paspahugh Village: [http://dl.dropbox.com/u/6826607/newPaHegh\\_Unity3Tree\\_8.html](http://dl.dropbox.com/u/6826607/newPaHegh_Unity3Tree_8.html)

For Timeline: <http://www.virtualjamestown.org/paspahugh/timeline.html>

For Site overview: <http://www.virtualjamestown.org/paspahugh/examine.html>

##### Hardware

Digital Camera  
Scanner

## Software

Adobe Photoshop or similar program allowing for photo manipulation

## Other

Computers with Internet access

DVD: *The Incredible Adventures of Wallace and Gromit*

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## MATERIALS:

### English Lesson:

- Game Design Worksheet
- Sample of scene/script from a book, play, movie, etc.
- Scene/Script Template

### Math Lesson:

- Printed map of the Paspashegh Village  
(ref: <http://www.virtualjamestown.org/paspashegh/examine.html>)
- Coordinate Grid
- Coordinate Mapping Worksheet

### History Lesson:

- Game Design Worksheet

### Art Lesson:

- Game Design Worksheet
- Storyboard Script
- Pencils
- White Erasers
- Colored Pencils

### Computer Programming Lesson:

- Storyboards on Paspashegh Village videogame
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## PREPARATION FOR TEACHERS:

This unit can be implemented by a single teacher as a multidisciplinary study or by multiple teachers across disciplines. If multiple teachers choose to implement the unit cooperatively, each teacher should be aware of the prerequisite tasks for his or her portion of the unit. For example, students will use the Game Design Worksheet created in the History lesson to create



a script in the English lesson. If a single teacher implements all lessons, the timeline suggested in the instructional plan below should be followed to ensure that all prerequisite tasks are complete for each lesson. All teachers should also:

- Preview all videos prior to student use to become familiar with content, prepare questions, and check for appropriateness of content and level of complexity.
- Preview and bookmark all websites to ensure compatibility with classroom computers and troubleshoot problems prior to student engagement.
- Become familiar with all technological components prior to student engagement.
- Place students in appropriate group sizes. The teacher should determine how students will be grouped, based on ability levels, content specialty, work ethic, etc. Each group should have at least three students.

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## INSTRUCTIONAL PLAN:

### Lesson One: History

- 1) Students become familiar with Paspahugh Village by exploring the 3D village on the [virtualjamestown.org](http://virtualjamestown.org) website.
- 2) After exploring the virtual village, students read the [timeline](#) and complete the game design worksheet (familiarizing students with cultural aspects of the village).
- 3) Students assume the role of a game designer and analyze ways that they can use the virtual village to illustrate the information from the timeline. Students include their ideas in the end-of-the-game design worksheet.
- 4) Students discuss the worksheet and comments as a class.

### Lesson Two: Math

- 1) Discuss the concept of mapping and “directions” with students.
  - Stress that locations on a map can be narrowed down to specific coordinates. GPS provides people with precise and accurate directions.
- 2) Direct students to explore the 3D Paspahugh Village on the [www.virtualjamestown.org](http://www.virtualjamestown.org) website.
  - How would you direct a visitor (British colonist) to one specific longhouse, if they all look the same?
  - How would you get them back on track if they became disoriented and turned around?
  - Directions like “go past the fire,” “walk for a while,” and “by the lake” are extremely imprecise.
- 3) Hand out hard copy maps of the Paspahugh Village (overhead view of the structures) and the coordinate grid. (Map and coordinate grid worksheets are attached to this document.)

- Direct students to overlay the coordinate grid onto the Paspahugh Village map, using the black spot (center of village) between Structures 13 and 19 as the Origin.
- 4) Direct students to complete the Coordinate Mapping Worksheet (attached to this document).

### **Lesson Three: English**

- 1) Show students examples of scenes from books, plays, movies, or video games.
  - Feature the dialogue between characters and how it develops the storyline.
  - Stress that the dialogue should tie emotion, outside environment, plot development, etc., and help bring the reader/observer into the story.
  - Understand “beginning,” “middle,” and “end” of a scene.
  - Feature the concepts of rising action and climax.
- 2) Students should become familiar with the Paspahugh Village by exploring the 3D village on the [virtualjamestown.org](http://virtualjamestown.org) website.
- 3) After exploring the village, students should discuss the game design worksheet created by the social studies classes (if working in tandem on the project), or read the timeline and complete the worksheet for themselves.
- 4) Students should write a script for a scene (using the scene template attached to this document) based on the information from the game design worksheet.

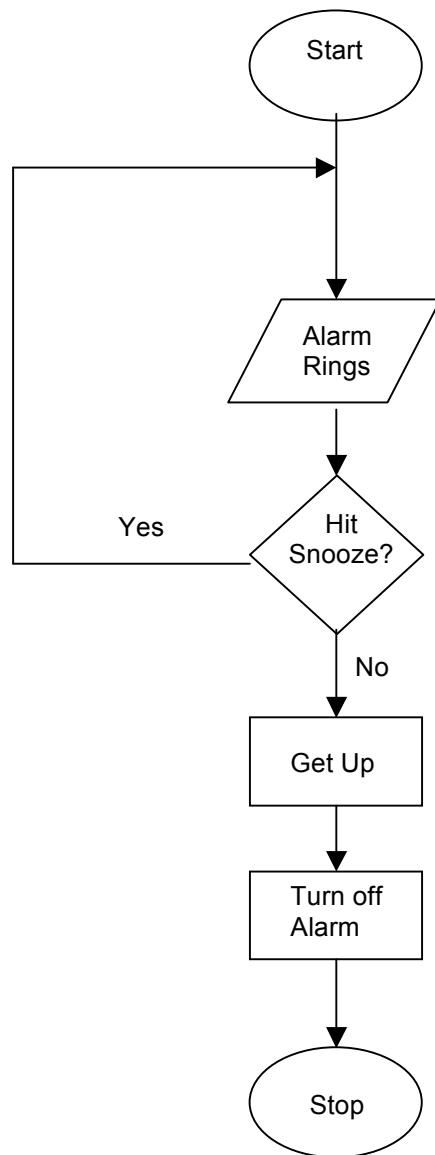
### **Lesson Four: Art**

- 1) Show students storyboard examples from the bonus features of the DVD: *The Incredible Adventures of Wallace and Gromit*. Point out camera angles, as well as details of the scene along with the action.
- 2) Have students familiarize themselves with the Paspahugh Village by exploring the 3D village on the [virtualjamestown.org](http://virtualjamestown.org) website. Class members must carefully focus on the following items:
  - Clothing
  - Buildings and structures
  - Food
  - Appearance of the inhabitants (height, facial features, physique, etc.)
  - Customs
  - Types of interaction with the English colonists
- 3) Students should analyze and discuss paintings of American Indians in the Jamestown area in order to see the way that artists have depicted them over time.
- 4) After exploring the village, students should discuss the game design worksheet created by the social studies classes (if working in tandem on the project), or read the timeline and complete the worksheet for themselves.
- 5) Students write a script, based on the information from the game design worksheet (either by the social studies classes, or the art students themselves).
- 6) Students convert the information on the game design worksheet and from the script into a storyboard.

- 7) Students pencil in scenes and characters, suggesting camera angles (low, high, long, short, etc.).
- 8) Students finalize the images by adding color with colored pencils.
- 9) If available, scan the final images into Photoshop so that they can be manipulated on the computer.
- 10) Digital cameras can also be used to pose their characters, and then change clothing and background in Photoshop.

### Lesson Five: Computer Programming

- 1) Discuss the purpose of a flow chart.
  - Ask students about their opinions on what a flowchart is, and what purpose it serves in videogame design.
  - A **flow chart** is a graphical representation showing the flow of control among the steps in a program, people in an organization, or pages of a presentation, processes in general. It is a step-by-step illustration of what occurs given a specific situation.
- 2) Explain attributes of a flow chart:
  - Create a class-wide flow chart on waking up to an alarm clock in order to illustrate flow chart design.
  - **Start/End Block:** Start block includes a brief description of the process that the flowchart is carrying out (represented by ovals).
  - **Input/Output:** An event that occurs (represented by parallelograms)
  - **Decision:** Should be a question that has only **two** possible answers (has only one input and two outputs). (Represented by diamonds)
  - **Process:** Some operation carried out. Has exactly one input and one output (i.e. can only lead to one other DECISION or PROCESS element). (Represented by rectangles)
  - **Sequence:** A series of processes carried out one after the other
  - **If/Else:** Provides choices, using Decision blocks. For example, if I make this choice, this will happen; otherwise, that will happen.



3) Develop a flow chart as a class

- Write down processes
- Consider decisions
- Consider inputs and outputs

4) Student flow charts

- Direct students to take the scripts and scenes from the storyboards on the Paspahugh Village, and convert them into flowcharts

- Flow charts should include the dialogue from the scripts as well any action scenes that are integral to the story line
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## ASSESSMENTS:

### **Lesson One: History**

- Game Design Worksheet answers
- Class discussion on student comments about how to convert the Paspahgh 3D Village into a video game
- (Alternative: Art Students) Students can draw “storyboards” illustrating the village with their additions and suggestions
- (Alternative: Computer Programming Students) Students can create flowcharts to illustrate the “programming” for scenarios and cause/effect situations in the video game
- Open discussion on what the Paspahgh village was like, and why the people would eventually come into conflict with the Jamestown settlers

### **Lesson Two: Math**

- Class discussion on mapping
- Coordinate Mapping Worksheet answers (attached to this document)

### **Lesson Three: English**

- Scene Template (see rubric attached to this document)
- Cumulative project
- Class discussion on how scenes are crafted

### **Lesson Four: Art**

- Art students must follow the process of discussion, sketch, discussion, revision, and completion with a client
- Scenes must include accurate details, including: background, clothing, characters, etc.

### **Lesson Five: Computer Programming**

- Student flow charts on storyboards of Paspahgh Village
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## COMMUNITY EVENTS AND CONNECTIONS:

- Visit historic Jamestown - <http://www.historicjamestowne.org/visit/>
- In many areas of Virginia, some descendents of early colonists and members of the Powhatan Indians still exist. These people can be invited to the classroom to discuss the impact of the Jamestown settlement on their family, people, and lifestyle.
- Invite a playwright to the classroom to discuss with students the process involved in converting an existing scene into a script.
- Invite a video game developer to the classroom to discuss with students the process involved in creating a video game.

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## ADDITIONAL RESOURCES:

### Storyboarding:

[http://www.create.cett.msstate.edu/create/howto/Storyboard\\_Handout.pdf](http://www.create.cett.msstate.edu/create/howto/Storyboard_Handout.pdf)

<http://www.sotherden.com/video101/pre-production.htm>

### Flowchart:

[http://syque.com/quality\\_tools/toolbook/Flowchart/do.htm](http://syque.com/quality_tools/toolbook/Flowchart/do.htm)

[http://www.patton-patton.com/basic\\_flow\\_chart\\_symbols.htm](http://www.patton-patton.com/basic_flow_chart_symbols.htm)

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## CREDITS:

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- School of Education
- School of Visual Arts
- Collaborative for Creative Technologies in the Arts and Design

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## ABOUT THE INTEGRATED DESIGN + EDUCATION + ARTS STUDIO:

The Integrated Design + Education + Arts Studio (IDEAS) is part of the Institute for Creativity, Arts, and Technology (ICAT) at Virginia Tech.

By merging the forces of art and technology into applicable prekindergarten through secondary school (PK-12) programs that strengthen student achievement, Virginia Tech is on the leading edge of a new paradigm in education. ICAT will reach beyond current educational models to fuse arts and technology with content. Our purpose is to strengthen critical and creative thinking skills that prepare students for future careers. ICAT will both generate research and produce learning modules and environments that address real needs identified by educators.

For more information, please see our website at [www.ideas.soe.vt.edu](http://www.ideas.soe.vt.edu).

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## WE VALUE YOUR FEEDBACK:

Please tell us about how you used the curriculum materials and/or arts project in your classroom. We welcome feedback, suggestions for improvement, and success stories. Find out more at [www.ideas.soe.vt.edu](http://www.ideas.soe.vt.edu).

Get the kit. The IDEAS team has available for loan a number of instructional kits for our various projects. Each kit includes a FlipCam, a small camera you can use to give us feedback. Because we can't be in the classroom with you, we turn to technology to help provide us a glimpse of the experience you and your students have with the program. That's where the FlipCam comes in.

All we ask is that you document your students engaged with the program and related activities. Feel free to make the filming an integrated part of your experience. Give the camera to the students, do the filming yourself, pass it around to multiple students - however you want to document. Once you are finished with the kit, simply return the camera with the other materials. The Institutional Review Board (IRB) of Virginia Tech requires parent, student, and school assent/consent for participation in this data collection. We provide you with all the necessary permission forms and information for your supervisors.

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## TIMELINE WORKSHEET:

Use the Paspahgh Village [timeline](#) to answer the questions below.

May 4, 1607

- 1) What kind of “noise” did the “savage” make?
- 2) Why didn’t the colonists react to the Indian’s “welcome”?

May 14, 1607

- 1) What did the two “savages” wear upon their heads?
- 2) What did they say the coming Werowance (chief) would give the colonists?

May 18, 1607

- 1) What did a “savage” steal, causing tension between the colonists and Indians?
- 2) What did the colonists “get” as a result of this meeting?

May 19, 1607

- 1) What items did the Indians grow in their garden?

May 20, 1607

- 1) What caused the Indian to become angry?

May 26 to June 14, 1607

- 1) How many colonists were wounded in the Indian attacks on the fort?

Early November 1607

- 1) How many bushels of corn did the colonists get from the Paspahgh Village?



December 10, 1607 – January 1, 1608

- 1) What two things did Chief Powhatan offer to give Captain Smith?
- 2) What two things did he expect in return?

Late February to Early March 1608

- 1) What do the colonists trade for corn?
- 2) Why do they trade young men?
- 3) What did Smith fail to bring the Indians, which caused distrust to grow?

Spring 1608

- 1) What did Smith tie the man to, in order to “torture” him?
- 2) According to Smith, colonists manned what type of ship at night, in order to sail up the river and destroy Indian Villages?

Spring 1609

- 1) Where did Smith and the “King of the Paspahegh” struggle?

August 9, 1610

- 1) How many Indians did Lord De La Warr “put to the sword”?
- 2) How did they kill the Queen’s children?

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## TIMELINE WORKSHEET ANSWERS:

Use the Paspahugh Village [timeline](#) to answer the questions below.

May 4, 1607

1) What kind of “noise” did the “savage” make?

**foul**

2) Why didn’t the colonists react to the Indian’s “welcome”?

**They could not understand the language**

May 14, 1607

1) What did the two “savages” wear upon their heads?

**Crowns of colored hair**

2) What did they say the coming Werowance (chief) would give the colonists?

**deer**

May 18, 1607

1) What did a “savage” steal, causing tension between the colonists and Indians?

**hatchet**

2) What did the colonists “get” as a result of this meeting?

**as much land as they would desire to take**

May 19, 1607

1) What items did the Indians grow in their garden?

**Tobacco, fruits, and herbs**

May 20, 1607

1) What caused the Indian to become angry?

**Arrow burst into pieces after hitting the armor**

May 26 to June 14, 1607

1) How many colonists were wounded in the Indian attacks on the fort?

**13 or 14**

Early November 1607

1) How many bushels of corn did the colonists get from the Paspahugh Village?

**10**

December 10, 1607 – January 1, 1608

1) What two things did Chief Powhatan offer to give Captain Smith?

**Corn and venison**

2) What two things did he expect in return?

**Copper and hatchets**

Late February to Early March 1608

1) What do the colonists trade for corn?

**Blue beads**

2) Why do they trade young men?

**interpreters**

3) What did Smith fail to bring the Indians, which caused distrust to grow?

**cannons**

Spring 1608

1) What did Smith tie the man to, in order to “torture” him?

**Main mast**

2) According to Smith, colonists manned what type of ship at night, in order to sail up the river and destroy Indian Villages?

**barge**

Spring 1609

1) Where did Smith and the “King of the Paspahegh” struggle?

**In the water**

August 9, 1610

1) How many Indians did Lord De La Warr “put to the sword”?

**15 or 16**

2) How did they kill the Queen’s children?

**Threw them overboard and shot them in the head**

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## GAME DESIGN WORKSHEET:

**Directions:** You are a video game designer. You need to convert the 3D Paspahugh Village into a video game. Think about the town itself. What needs to be added to make it resemble the information from the timeline? What types of people should “live” in the village? What should they be doing? What do they look like? What events should happen in the life of the village? What should happen when the English settle Virginia and build Jamestown? How will village life change?

You need to consider the previous questions when you design your video game of life in the Paspahugh Village. Go into and explore the Virtual Paspahugh Village. Then answer the following questions. Be very precise and specific. If you are going to add items, objects, people or activities, be clear about where they will be placed in the village.

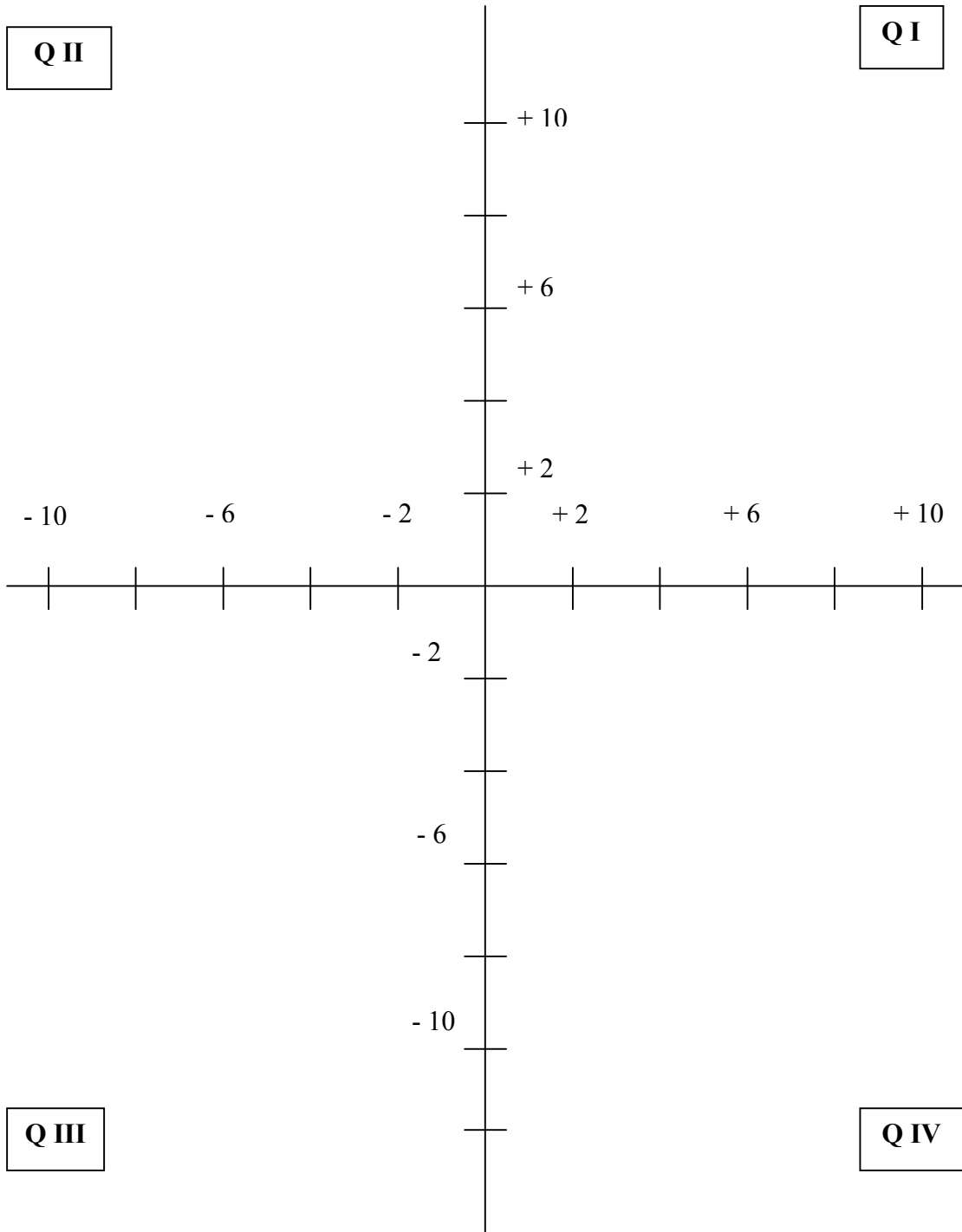
- 1) What “subgames” will you include? How will you tie them into basic needs that the villagers have? How will they feed and clothe themselves? What do they need to do in order for the village to function?
- 2) How will they respond to the English colonists? What is their first reaction? What will cause difficulties in their relationship with the British? What “scenes” or events from the timeline will you recreate in the game?
- 3) What physically needs to be added to the village to make it more realistic (note the one garden, canoe, fire, etc.)?
- 4) What people need to be included in the village to make it lifelike? Where should the people be placed? What do they physically look like (clothing, gender, hair, physique, etc.)? What should they be doing? What will the people say to each other?

GAME DESIGN WORKSHEET RUBRIC:

<b>Required Component:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Subgames</b> <ul style="list-style-type: none"> <li>• Are tied to basic needs</li> <li>• Include food and clothing</li> <li>• Show how the village functions</li> </ul>	Descriptions meet all requirements	Descriptions meet two of the three requirements	Descriptions meet one of the three requirements	Descriptions meet none of the requirements
<b>Responses to colonists include</b> <ul style="list-style-type: none"> <li>• Initial reactions</li> <li>• Conflicts</li> <li>• Scenes from the timeline</li> </ul>	Descriptions include all three components	Descriptions include two of the three components	Descriptions include one of the three components	Descriptions include none of the three components
<b>Physical objects</b> <ul style="list-style-type: none"> <li>• Objects are realistic</li> <li>• Objects are tied to subgames</li> <li>• List is thorough</li> </ul>	Descriptions meet all requirements	Descriptions meet two of the three requirements	Descriptions meet one of the three requirements	Descriptions meet none of the requirements
<b>Descriptions of people include</b> <ul style="list-style-type: none"> <li>• Placement</li> <li>• Physical attributes</li> <li>• Actions</li> <li>• Words</li> </ul>	Descriptions include all components	Descriptions include three of the four components	Descriptions include one or two of the four components	Descriptions include none of the four components
<b>Overall descriptions</b> <ul style="list-style-type: none"> <li>• Are precise</li> <li>• Include specific locations</li> <li>• Are tied to the timeline</li> <li>• Are historically accurate</li> </ul>	Descriptions meet all requirements	Descriptions meet three of the four requirements	Descriptions meet one or two of the four requirements	Descriptions meet none of the requirements
<b>Column Total</b>				
<b>Rubric Total</b>			_____ out of 15	

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COORDINATE GRID FOR PASPAHEGH VILLAGE MAP:



MAP OF PASPAHEGH VILLAGE:



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## COORDINATE MAPPING WORKSHEET:

**Directions:** Answer each of the following questions below by overlaying your coordinate grid over the map of the Paspahugh Village. Use the black spot between Structures 13 and 19 as the Origin.

\*Online reference: <http://www.virtualjamestown.org/paspahugh/examine.html>

- 1) What is located at (4, 4)?
  
- 2) In which two quadrants would you find the Chickahominy River?
  
- 3) Who lives at (0, 6)?
  
- 4) What are the coordinates for the most northern pair of houses in the village?
  
- 5) What are the coordinates for the Powhatan house construction?
  
- 6) What artifact would an archaeologist find at (-2, -1)?
  
- 7) Explore the 3D village. In what quadrant is the fire located?



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## COORDINATE MAPPING WORKSHEET ANSWERS:

**Directions:** Answer each of the following questions below by overlaying your coordinate grid over the map of the Paspahugh Village. Use the black spot between Structures 13 and 19 as the Origin.

\*Online reference: <http://www.virtualjamestown.org/paspahugh/examine.html>

1) What is located at (4, 4)?

**F 57 – burial ground**

2) In which two quadrants would you find the Chickahominy River?

**Quadrants II and III**

3) Who lives at (0, 6)?

**King**

4) What are the coordinates for the most northern pair of houses in the village?

**(10, 4)**

5) What are the coordinates for the Powhatan house construction?

**(-4, 4)**

6) What artifact would an archaeologist find at (-2, -1)?

**Dead body – burial ground**

7) Explore the 3D village. In what quadrant is the fire located?

**Quadrant III**

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SCREEN/SCRIPT TEMPLATE:

1) In the margins of the comic page, include at least one stage direction per slide. Include the following items:

- Tone
- Character faces
- Actions and body movements
- Interactions with environment

2) Include a brief summary of how the stage directions capture the entire plot and subtext of the scene

3) Include at least 4 slides per scene; each slide should picture the action and dialogue

The form is a template for a comic page layout. It consists of a large rectangular box at the top, and below it, two columns of three smaller rectangular boxes each, arranged in a 2x3 grid. All boxes are empty, intended for drawing and text.

SCREEN/SCRIPT TEMPLATE ASSESSMENT RUBRIC:

<b>Required Component:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Include at least four slides for each scene	Scenes include at least four slides.	Scenes include only three slides.	Scenes include only two slides.	Scenes include only one slide.
Each slide includes pictures of action and dialogue	All slides include both action and dialogue.	Some slides are missing either action or dialogue.	Most slides are missing either action or dialogue.	All slides are missing either action or dialogue.
Include one stage direction per slide	All slides include stage direction.	Some slides are missing stage direction.	Most slides are missing stage direction.	All slides are missing stage direction.
Stage directions include tone, character faces, actions and body movements, interactions with environment	Directions consistently include all four components.	Directions consistently include at least three of the four components.	Directions consistently include two of the four components.	Directions do not consistently include any of the four components.
Includes brief summary of how the stage directions capture the entire plot and subtext of the scene	Includes well-organized summary	Includes summary that addresses most of the plot and subtext, but not all	Includes summary that addresses only part of the plot and subtext	Includes no summary
All components from Game Design Worksheet are included	All components from Game Design Worksheet are included.	Most components from Game Design Worksheet are included.	Only some components from Game Design Worksheet are included.	Few components from Game Design Worksheet are included.
<b>Column Total</b>				
<b>Rubric Total</b>				_____ out of 18

CRITICAL AND CREATIVE THINKING ASSESSMENT RUBRIC:

<b>Overall Critical and Creative Thinking</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Conceptualization	Student fully and successfully represents ideas for game design.	Student represents weakly developed OR few ideas for game design.	Student represents weakly developed AND few ideas for game design.	Student fails to represent ideas for game design.
Observing	Student identifies all relevant details about the Paspahugh village.	Student identifies some relevant details about the Paspahugh village.	Student identifies few relevant details about the Paspahugh village.	Student does not identify relevant details about the Paspahugh village.
Elaborating	Student thoroughly develops ideas beyond explicit information.	Student somewhat develops ideas beyond explicit information.	Student barely develops ideas beyond explicit information.	Student does not develop ideas beyond explicit information.
Organizing	Ideas are organized and related.	Ideas are organized and somewhat related.	Ideas are somewhat organized but not clearly related.	Ideas are not organized or related.
Autonomy	Student does (three of): initiating activity, exercising self-direction, and exercising self-discipline.	Student does (two of): initiating activity, exercising self-direction, and exercising self-discipline.	Student does (one of): initiating activity, exercising self-direction, and exercising self-discipline.	Student does (none of): initiating activity, exercising self-direction, and exercising self-discipline.
<b>Column Total</b>				
<b>Rubric Total</b>		_____ out of 15		