



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

## Instructional Plan

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### OVERVIEW OF LESSON:

This lesson has been developed to supplement other areas of the Virginia Studies Standards of Learning and, more specifically, the study of the Jamestown settlement. As students are led through an interactive, virtual Paspahegh Indian village, they are asked to consider ways these Native Americans can help lengthen the survival of the English settlers. The lesson involves exploration of the village, understanding how the natives make use of natural resources, and the role Captain John Smith played in the exploration of the New World. Students engage in activities using a variety of digital technology tools such as virtual simulation, Blogging, historical videos, graphing, and spreadsheets. Students demonstrate their ability to make careful observations, analyze the information, and communicate ideas with other students.

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### SUBJECT MATTER:

History  
Science  
Math  
English

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### GRADE LEVEL(S):

4-5

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## Table of Contents

Time Allotment:.....	3
Learning Objectives: .....	3
Learning Standards:.....	3
Critical and Creative Thinking Objectives: .....	5
Prerequisite Knowledge: .....	6
Media/Technology Components: .....	6
Materials: .....	7
Preparation for Teachers:.....	7
Instructional Plan:.....	7
Assessments: .....	8
Community Events and Connections:.....	9
Credits: .....	9
About The Integrated Design + Education + Arts Studio: .....	10
We Value Your Feedback:.....	11
Discovering the New World Assessment Rubric.....	12

## TIME ALLOTMENT:

Time estimated to complete this lesson is five 60-minute class periods (or equivalent variation).

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## LEARNING OBJECTIVES:

- Students will be able to describe the lifestyle of the Paspahegh Indians.
  - Students will be able to describe the lifestyle of the early Jamestown colonists.
  - Students will be able to represent data through a bar graph.
  - Students will be able to interpret and draw conclusions from a bar graph.
  - Students will be able to organize information in a chart with multiple columns and rows.
  - Students will be able to interpret and draw conclusions from a chart with multiple columns and rows.
  - Students will be able to define a natural resource.
  - Students will be able to list Virginia natural resources.
  - Students will be able to describe the importance of natural resources to the Paspahegh Indians and the early Jamestown colonists.
  - Students will be able to write descriptive sentences using adjectives.
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## 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)

### Virginia Studies

- VS.1: The student will develop skills for historical and geographical analysis including ability to:
  - a. Identify and interpret artifacts and primary and secondary source documents to understand events in history;
  - b. Determine cause and effect relationships;
  - c. Compare and contrast historical events;
  - d. Draw conclusions and make generalizations;
  - e. Make connections between past and present;
  - f. Sequence events in Virginia history;
  - g. Interpret ideas and events from different historical perspectives;
  - h. Evaluate and discuss issues orally and in writing;

- i. Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- VS.2.e: The student will demonstrate knowledge of the geography and early inhabitants of Virginia by describing how the American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.
- VS.3.f: The student will demonstrate knowledge of the first permanent English settlement in America by describing the hardships faced by settlers and the changes that took place to ensure survival.

#### Math

- Math 4.20: The student will collect, organize and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret results, draw conclusions, and make predictions.

#### Science

- Science 4.8: The student will investigate and understand important Virginia natural resources. Key concepts include:
  - a. Watershed and water resources;
  - b. Animals and plants;
  - c. Minerals, rocks, ores and energy sources;
  - d. Forests, soil and land.

#### English

- English 4.1: The student will use effective oral communication skills in a variety of settings:
  - a. Present accurate directions to individuals and small groups;
  - b. Contribute to group discussions;
  - c. Seek ideas and opinions of others;
  - d. Use evidence to support opinions;
  - e. Use grammatically correct language and specific vocabulary to communicate ideas.
- English 4.5: The student will read and demonstrate comprehension of nonfiction.
- English 4.7: The student will write effective narratives, poems, and explanations.
- English 4.8: The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

#### Technology

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

- C/T 3-5.2: The student will demonstrate proficiency in the use of technology.

- Identify basic software applications such as word processing, databases, and spreadsheets.
- C/T 3-5.5: The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
  - Work collaboratively when using technology;
  - Practice and communicate respect for people, equipment, and resources;
  - Understand how technology expands opportunities for learning.
- C/T 3-5.8: The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
  - Produce documents demonstrating the ability to edit, reformat, and integrate various software tools.
  - Use technology tools for individual and collaborative writing, communication, and publishing activities.
  - Use telecommunication tools to communicate and share information with others.
- NETS•S 2: Communication and Collaboration:
- NETS•S 3: Research and Information Fluency:
- NETS•S 6: Technology Operations and Concepts:

#### 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).

Brainstorming	Students will generate as many solutions or ideas related to a topic as possible within a given amount of time.
Exploring	Students will explore a challenge using a variety of raw materials, stimuli, and experiences.
Metaphorical Thinking	Students will identify words or phrases that are symbolic or representative of other ideas to which they are not literally applicable.
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.
Questioning	Students will identify missing or unclear information and ask questions to seek clarity.
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

Composing	and interpretations. Students will use written, oral, and symbolic language to communicate a summary of thoughts, ideas, and solutions.
Recognizing the existence of a challenge	Students will state the challenge and outline related conditions and scope.
Embracing multiple points-of-view	Students will present ideas and arguments through the lens of multiple perspectives.
Judging assumptions	Students will identify assumptions and describe their validity as they relate to the context.
Remaining sensitive	Students will describe the thoughts, feelings, and perspectives of other students.
Remaining open-minded	Students will identify how ideas from multiple experiences (to include senses, fantasy, aesthetics, feelings, and actions of others) influenced their ideas.

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#### PREREQUISITE KNOWLEDGE:

Students will need to have established some knowledge of the Jamestown settlement and aspects of Virginia history as covered by the Virginia Studies Standards of Learning. This lesson is designed to be included in a larger curriculum on the study of Virginia history. Students should have a basic understanding of the reasons for English colonization, key characters in exploring the New World, location of England and Jamestown (Virginia), and basic geography within the New World. Follow-up lessons should include exploration of the relationships between the colonists and the Native Americans (mainly Powhatan), the role of the Virginia Company of London and further exploration of the hardships faced by the first colonists.

Additionally, students should have a general understanding of basic computer navigation, use of basic software programs such as word processing and spreadsheets and keyboarding skills.

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#### MEDIA/TECHNOLOGY COMPONENTS:

Video:

*Pronouns in Jamestown*

This video can be obtained from United Streaming: <http://streaming.discoveryeducation.com>

You will need a Discovery Education account.

*Virginia Pathways, Episode 2*

This video can be obtained at the Virginia Studies website:

<http://www.vastudies.org/episode2/default.html>

Website:

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

For John Smith's Voyages:

[http://www.virtualjamestown.org/smith\\_voyages/jsmith\\_voyages.html](http://www.virtualjamestown.org/smith_voyages/jsmith_voyages.html)

For blog entries: <http://vtjamestown.blogspot.com>

Other:

PowerPoint containing instructional materials; headphones or speakers for viewing videos.

Access to basic application software such as Microsoft Word, Microsoft Excel, Inspiration!, etc.

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#### MATERIALS:

- Students:
  - Paper and pencil to record and organize ideas prior to posting online.
  - Recordable media device for saving and transferring computer files.

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#### PREPARATION FOR TEACHERS:

- Teachers should preview all videos prior to student use to become familiar with content, prepare questions and check for appropriateness of content and level of complexity.
- Teachers should preview and bookmark all websites to ensure compatibility with classroom computers and troubleshoot problems prior to student engagement.
- Teachers should be comfortable with all technological components prior to student engagement.
- Students should be placed in appropriate group sizes. The teacher should determine how students will be group; based on ability levels, content specialty, work ethic, etc. It is recommended that each group have at least three students.
- Teachers should orient all students to the blog; show how to add a post/comment, recognize group activities versus individual activities, where to receive instruction, etc.

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#### INSTRUCTIONAL PLAN:

This lesson is designed to supplement other material to cover the Virginia Studies Standards of Learning and additional key events in the Jamestown settlement. This lesson does not comprehensively cover the Virginia Studies content.

### Introductory Activity:

For the entire class, open the multimedia program and show the students the introductory screen. The screen will show the animate voyage of the Virginia Company from England to Jamestown. Through a whole-class discussion, have students recall the purpose for the journey to the New World and describe the actual journey.

Engage students in a storytelling exercise where each student contributes an idea to the discussion, building on the previous ideas of other students. The story should focus on the events occurring as the Virginia Company made its way to Jamestown. As students are telling the story, record key words to create a word bank. Once the story is complete (each student has contributed a unique idea), review the word bank. Ask students to define or explain the words that were recorded.

Continue with the lesson by informing students they will now see some of the events that took place once the colonists landed in Jamestown. Students can now be placed in groups to continue with the multimedia program.

### Focus/Content Activity:

In groups, students will navigate through the multimedia program, completing each activity. The teacher should monitor student activity and progress by engaging with each group of students. Additional guidance may be given on the graphing and chart activities; but, students should be encouraged to seek assistance from other students or groups.

### Culminating Activity:

Once students have completed the activities within the multimedia program, the final blog post asks them to write a story about their visit to the New World. Students can include details from this lesson as well as previous lessons to describe their journey to, expeditions from and experiences within the Jamestown settlement to share with Englishmen who did not take the journey. Students should be encouraged to develop their perspective from that of a colonist (either child or adult) and avoid modern-day interpretations and details. Students should also give careful attention to their use of adjectives and descriptors.

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## ASSESSMENTS:

See rubric attached to this document.

Students will be assessed on the following aspects of performance:



- Use of technology
- Quality and accuracy of blog postings and comments
- Feedback from peers on group contributions
- Quality and accuracy of graph
- Quality and accuracy of inventory chart
- Exhibition of critical and creative thinking standards.

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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, tribe and lifestyle.
- Invite archaeologists to the classroom to discuss with students the importance of the Jamestown discovery and the impact the archeological digs are having/will have on the area and our nation.
- Invite members from the Virginia Department of Game and Inland Fisheries to discuss the management of Virginia's natural resources and wildlife along the James River, in and around the Chesapeake Bay area, and in modern-day Jamestown. Discussions can include the change in natural resources over the past 400 years and how to manage and make proper use of existing resources.
- Invite a local [historical] chef to demonstrate how the Powhatan Indians and Jamestown colonists would have used their resources to provide food for the tribes and colonists. This could include using the available tools, wildlife, crops, etc. Students can sample a typical meal eaten by the Native Americans and/or colonists.

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#### CREDITS:

##### Virtual Paspahegh Project Development Team

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#### “Discovering the New World” Curriculum Development

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- Virginia Tech
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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.

STUDENT NAME \_\_\_\_\_

DISCOVERING THE NEW WORLD ASSESSMENT RUBRIC

<b>Blog Posts</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Evidence of understanding of Paspahigh lifestyle	Student posts show strong evidence of understanding of Paspahigh lifestyle.	Student posts show some evidence of understanding of Paspahigh lifestyle.	Student posts show weak evidence of understanding of Paspahigh lifestyle.	Student posts show no evidence of understanding of Paspahigh lifestyle.
Evidence of understanding of lifestyle of Jamestown colonists	Student posts show strong evidence of understanding of lifestyle of Jamestown colonists.	Student posts show some evidence of understanding of lifestyle of Jamestown colonists.	Student posts show weak evidence of understanding of lifestyle of Jamestown colonists.	Student posts show no evidence of understanding of lifestyle of Jamestown colonists.
Evidence of knowledge of Virginia's natural resources	Student posts show strong evidence of knowledge of Virginia's natural resources.	Student posts show some evidence of knowledge of Virginia's natural resources.	Student posts show weak evidence of knowledge of Virginia's natural resources.	Student posts show no evidence of knowledge of Virginia's natural resources.
Accuracy of uses of Virginia's natural resources by the Paspahigh Indians	Student posts accurately describe uses of Virginia's natural resources by the Paspahigh Indians.	Student posts describe uses of Virginia's natural resources by the Paspahigh Indians, but contain a few inaccuracies.	Student posts describe uses of Virginia's natural resources by the Paspahigh Indians, but contain many inaccuracies.	Student posts do not describe uses of Virginia's natural resources by the Paspahigh Indians.
Accuracy of uses of Virginia's natural resources by the Jamestown colonists	Student posts accurately describe uses of Virginia's natural resources by the Jamestown colonists.	Student posts describe uses of Virginia's natural resources by the Jamestown colonists, but contain a few inaccuracies.	Student posts describe uses of Virginia's natural resources by the Jamestown colonists, but contain many inaccuracies.	Student posts do not describe uses of Virginia's natural resources by the Jamestown colonists.

STUDENT NAME \_\_\_\_\_

Ability to address prompts and questions	Student posts thoroughly address prompts and questions.	Student posts address prompts and questions, but lack thoroughness.	Student posts miss significant portions of prompts or questions.	Student posts do not address prompts and questions.
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<b>Bar graph</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Accuracy of the bar graph	Student bar graph accurately represents data gathered from the village.	Student bar graph nearly accurately represents data gathered from the village.	Student bar graph has numerous errors.	Student bar graph is completely inaccurate.
Correct presentation of bar graph	Graph correctly includes all three of: axis labels, units of measure, and title.	Graph correctly includes two of: axis labels, units of measure, and title.	Graph correctly includes one of: axis labels, units of measure, and title.	Graph does not correctly include any of: axis labels, units of measure, and title.
Organization of bar graph	Data is (all three of): correct, organized and easy to read.	Data is (two of): correct, organized, and easy to read.	Data is (one of): correct organized, and easy to read.	Data is not correct, organized, or easy to read.

STUDENT NAME \_\_\_\_\_

Chart	3	2	1	0
Accuracy of the chart	Student chart accurately represents data gathered from the village.	Student chart nearly accurately represents data gathered from the village.	Student chart has numerous errors.	Student chart is completely inaccurate.
Correct presentation of chart	Chart contains correct headings and title.	Chart contains headings and title, but one or more are not correct.	Chart is missing either headings or title.	Chart does not include headings or title.
Organization of chart	Data is (all three of): correct, organized and easy to read.	Data is (two of): correct, organized, and easy to read.	Data is (one of): correct, organized, and easy to read.	Data is not correct, organized, or easy to read.

Overall	3	2	1	0
Evidence of understanding of Paspahigh lifestyle	Student story shows strong evidence of understanding of Paspahigh lifestyle.	Student story shows some evidence of understanding of Paspahigh lifestyle.	Student story shows weak evidence of understanding of Paspahigh lifestyle.	Student story shows no evidence of understanding of Paspahigh lifestyle.
Evidence of understanding of changes needing to be made by Jamestown colonists	Student story shows strong evidence of understanding of changes needing to be made by Jamestown colonists.	Student story shows some evidence of understanding of changes needing to be made by Jamestown colonists.	Student story shows weak evidence of understanding of changes needing to be made by Jamestown colonists.	Student story shows no evidence of understanding of changes needing to be made by Jamestown colonists.
Adjective use	Use of adjectives is correct and effective.	Use of adjectives is mostly correct and effective.	Use of adjectives is somewhat correct and effective.	Use of adjectives is not correct or effective.

STUDENT NAME \_\_\_\_\_

<b>Critical and Creative Thinking</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Analogical thinking	Student fully and successfully compares the Paspahgeh and Jamestown experiences.	Student makes some connections between the Paspahgeh and Jamestown experiences.	Student makes few comparisons between the Paspahgeh and Jamestown experiences.	Student does not compare the Paspahgeh and Jamestown experiences.
Observing	By observing resources, student identifies all relevant details about the Paspahgeh village.	By observing resources, student identifies some relevant details about the Paspahgeh village.	By observing resources, student identifies few relevant details about the Paspahgeh village.	Student does not observe resources to identify relevant details about the Paspahgeh village.
Questioning	Student consistently identifies missing information and asks questions for clarity.	Student usually identifies missing information and asks questions for clarity.	Student rarely identifies missing information and asks questions for clarity.	Student does not ask questions.
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 60		