

West Virginia Studies Resource Development

Title of Lesson: Jamestown and Early Exploration
Grade level: 8th Grade
Summary: In this lesson, students will be introduced to the first successful settlement of the English in the New World. They will discuss, as a class, the reasons that Jamestown was chosen as a site by viewing a picture of the settlement. Once they have discussed the significance of Jamestown, they will be broken up into groups to research and create a timeline of events important to the success of Jamestown.
WV CCR Social Studies Standards: SS.8.20 Demonstrate an understanding of the settlement of western Virginia and the United States by Native Americans and Europeans. · Differentiate between the cultures and daily life of the Native Americans. · Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers.
Essential Questions: <ul style="list-style-type: none">• Why was Jamestown the first successfully permanent settlement by the English in the New World?• How did the events at Jamestown lead up to the early exploration attempts in Western Virginia?
Materials <ul style="list-style-type: none">• Access to Internet (https://www.historyisfun.org/learn/learning-center/a-jamestown-timeline/) *** If necessary, and chosen by the teacher• Life in Jamestown Reading (attached)• Uniformed paper for groups to create similar timelines of different time periods
Learning Plan: <ol style="list-style-type: none">1. Class will begin with a picture of Jamestown on the Smartboard. Their bellringer questions is to, in two complete sentences, “Explain why Jamestown was the first successful, permanent settlement by the English in the New World”. This will lead to a discussion dealing with the benefits of the location (food, defense, materials, etc).2. After the discussion, students will be divided up into three groups. Each group will be responsible for creating a timeline of events for a period of time in Jamestown’s history. As a class, we will be creating a timeline for the years spanning 1607-1624. One group will focus on 1606-1610. A second group will focus on 1611-1618. The third group will be focusing on 1619-1624.3. Students will need to research key events that were either successes or failures for the people of Jamestown during that time period. They should be encouraged to not simply write the events and what happened. However, they should write a brief description, provide illustrations for some of the events. It is the teacher’s discretion on how many

illustrations would be required. They can use graphics from websites to print off and attach to their timeline if they would like. When the three groups are complete, they should be able to come together and attach their timelines together to be displayed.

4. Upon completion of the timelines, each group should present their timelines and explain why they chose certain events and what role they had in the history of Jamestown

Checking for Understanding:

- Group instructions as they are given
- Ask students individually to repeat instructions to ensure that there is understanding
- Have each team discuss their understanding of the assignment before beginning
- Students will be formatively assessed on their ability to explain reasons why Jamestown was a successful colony where others had failed

Accommodations:

- Groups can be assigned based on levels to ensure that there is a good mix of students in each group
- A very detailed timeline can be provided to groups if the teacher believes they need some help with the researching aspect. This timeline is provided through the website above. It is not necessary though – students can research on their own the key events. If the timeline is used, instruct students that not all of the events are significant enough to find their way on their timeline.