

NTTI Media-Rich Lesson

Planning Guide

Title: The Settlement of Jamestown and Important Events that happened Around the Same Time

Time Allotment: 4 class periods

Grade Level(s): 5th

Overview:

Subject Matter: The English Settlement of Jamestown and Multi-tiered Timelines

Learning Objectives:

Use Primary and Secondary Sources for student understanding of the Jamestown Settlement Experience and find important international events that occurred prior to and several decades after the settlement of Jamestown.

Standards: Social Studies Benchmarks (Grades 3-5)
History A
People In Societies A & B
Social Studies Skills and Methods A

Media Components - Video:

(Audio) Young Pocahontas: Indian Princess
(Video) Cavaliers and Craftsmen: Colonial Williamsburg and Jamestown

Media Components - Web:

<http://www.americasjourney.org>
http://www.pbs.org/wnet/colonialhouse/print/p-teach_lesson1_worksheet.html
http://www.pbs.org/wnet/colonialhouse/print/p-teach_lesson1_answers.html
<http://www.historyisfun.org/>
<http://www.virtualjamestown.org/>

Prep for Teachers:

1. Gather and review materials
2. Set up computer with TV monitor for Day 1
3. Provide computer access for day 1 & 2
4. Copy student handouts

Introductory Activity: (remember to number each step)

1. Students will take the Colonial House quiz (and discuss and grade their own papers).
2. Take virtual tour of Jamestown and view some Jamestown photos on the TAH website.
3. Students will find a primary or secondary source to read about Jamestown & answer primary 2nd worksheet when finished reading

- Materials:**
1. Lane classroom collection about Jamestown
 2. Classroom reference
 3. US ADV in time, place, and history
 4. George Percy and John Smith readings from "Envisioning America"
 5. 1st hand accounts and letters on virtual Jamestown site

Learning Activities: (remember to number each step)

1. Guideline pre-write (attached) to guide discussion to define powerful countries and important events for multi-tiered timeline (see teacher copy)
2. Groups will share the timeline of the country they researched and tell the importance of each item.
3. Combine all timelines into a multi-tier and ask students to enter any item which seems to be missing.

- Materials:**
1. World history books and class reference materials
 2. Sentence strips (one for each group)
 3. Texts from above
 4. Ohio and its neighbors near and far (information on multi-tiered timelines)
 5. Computers

Culminating Activity: (remember to number each step)

1. Students form small groups to create an improvisation about any timeline event
2. The audience will try to guess the event being acted out.
3. Students will answer homework essay question (attached).

- Materials:**
1. Completed multi-tiered timelines
 2. Quick prop (students may find in classroom)
 3. Homework essay questions

Cross-Curricular Extensions:**Community Connections:**

Student Material: Pencils, black markers, student social studies texts

Assessment:

1. Primary/secondary source worksheet questions and class discussion
2. Multi-tiered timeline
3. Improvisation
4. Homework essay

Student Name _____

Date _____

Time Line Pre-write

1. What countries were powerful during the time of 1492 to 1650?

England

Spain

Portugal

Powhatan Chiefdom

France

Africa

The Colonies (can be separate or included on Powhatan)

(Divide class into enough groups to cover the number of countries. Begin time line research.)

2. Name some of the kinds of accomplishments and events that may have occurred in some of these powerful countries.

Rulers / Leaders

Battles / Wars

Exploitations

Inventions

Settlements

Student Name _____

Date _____

Homework Essay Question

(Answer in complete sentences and thoughts.)

Could the settlement of Jamestown have survived without some kind of support or help from the Indians? Explain why you think this. Use the back of this sheet if you need more room.