

# Jumping Into Jamestown

## Artifacts and History

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| **Grade Level** | 5th Grade | **Time Frame** | 200 minutes |
| **Subject** | Social Studies | **Duration** | 3 or 4 50-minute class periods |
| **Course** | Oklahoma Young Scholars/Javits | | |

## Essential Question

What was life like in Jamestown? What made Jamestown a success?

## Summary

Students explore visual artifacts and do research to ascertain what life at Jamestown was like. They research tobacco to discover how it helped make Jamestown successful.

## Snapshot

### Engage

Students view a picture of a nail and an ear picker found at Jamestown. They brainstorm what they think they are and discuss how they would have been used by the original settlers.

### Explore

Students go to the Historic Jamestowne website. With a partner, they explore one artifact found at the archeological site to learn about Jamestown.

### Explain

Students use a Google slide to present their knowledge of their chosen artifact. The slides are shown to the entire class so that every pair of researchers can learn about the others' artifacts.

### Extend

After watching a short video about tobacco, students research this major Jamestown crop. With this information, they create a poster answering the following questions about tobacco: *What was tobacco and what did it look like? How did they grow and harvest it? Why was this crop valuable? How did this crop make Jamestown successful?*

### Evaluate

Students are graded on the slide they create for their class slideshow and the poster they make about tobacco.

## Standards

*Oklahoma Academic Standards (Social Studies Practices (5th Grade))*

**5.1.4:** Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with American Indians, challenges of the Starving Times,and the export of natural resources for profit.
**5.1.5:** Explain the English commitment to the permanent settlement at Jamestown as evidenced through the events of 1619 including:
**5.1.5C:** introduction of Africans as slave labor
**5.2.2C:** slave labor central to the growth of the economy

## Attachments

- Ear Picker from Jamestown—Jumping into Jamestown.pdf
- Inside Out Handout—Jumping into Jamestown.pdf
- Lesson Slides—Jumping into Jamestown.pptx
- Nail from Jamestown—Jumping into Jamestown.pdf
- Tobacco Template—Jumping into Jamestown - Spanish.pdf
- Tobacco Template—Jumping into Jamestown.pdf

## Materials

- Lesson Slides (attached)
- Inside Out handout (attached; 1 per student)
- Nail from Jamestown (attached)
- Ear Picker from Jamestown (attached)
- Tobacco Resources for Teachers (attached)
- 8 ½ x 11 plain paper (1 per student)
- Laptop or other devices
- Wifi/internet connectivity
- Markers, Crayons, Colored Pencils
- Pencils/Pens
- Masking or other tape
- Sticky notes

15 minutes

# Engage

**Teacher's Note: Setting Up**

Prior to this lesson, you may want to laminate the two artifact images, Nail from Jamestown and Ear Picker from Jamestown, in Facilitator Resources (attached).

Use the attached **Lesson Slides** to facilitate the lesson.

Pass out the attached Inside Out handout, then display **slide 2** and explain how students will organize their thoughts on Jamestown. First, they are to answer the question *What do you know about Jamestown?* in the smallest circle. Give students 1-2 minutes to write. Then, with a partner, they share their information, and record their new information on their sheet in the middle circle. Next, pass the attached **Nail** and **Ear Picker** images around the room. Explain that students should answer the questions on slide 2 in the outer circle. Ask for volunteers to share out as time permits.

Move through **slides 3-5** and review the essential questions and learning objectives, letting students know they will jump into Jamestown through images of historical artifacts found at the site of the original Jamestown Settlement.

Display **slide 6** and share the video clip "Jamestown in a Minute: Women, Romans, Englishmen" from the Historic Jamestowne website. When the clip is over, ask students, *What does an archeologist do? How can archeologists help us understand what happened at Jamestown?*

**Embedded video**

https://youtube.com/watch?v=Uvf53mm6aX0

35 minutes

# Explore

Move to **slide 7** and direct students to the Historic Jamestowne website "Explore the Artifacts: Browse by Material Type."

Display **slide 8** and explain to students that they will be exploring one object of their choice with an Elbow Partner. Let them know that they are to "explore" their object to learn more about what Jamestown was really like in 1609. Have students make notes to use later when they create their slide presentation.

**Teacher's Note**

Students may want to use the back of their Inside Out handout to record information about the artifact. Additionally, they may want to use other Internet resources. This exploration may take the remainder of the first class session or take some minutes at the beginning of a second class.

50 minutes

# Explain

Move to **slide 9** and share the tech tool Google Slides. Explain to each pair that they are acting as archeologists, presenting the material they have researched on the Jamestown settlement on one slide. They can cut and paste the image into the slide or just describe and explain what the artifact is and how it reveals life in Jamestown. Explain that each of their individual slides will become part of a Jamestown Virtual Museum made up of all of the artifacts chosen by the entire class.

Display **slide 10** after you have inserted the link to the Google Slides. Go through the Google slideshow, letting each set of partners explain their artifact as it is projected.

### Teacher's Note

The research on artifacts and creation of a Jamestown Virtual Museum (Google slideshow) will likely take up an entire 50-minute class period. The session can end with the slideshow presentation, with the Extend part of the lesson taking up the next class session.

# Extend

Display **slide 11** and show the following video clip, "John Smith, Jamestown, and the Roots of America." It describes the eventual flourishing of Jamestown through the growing of tobacco.

**Embedded video**
https://youtube.com/watch?v=2At5Ymp3c_E

After the video, talk about how Jamestown was set up for failure, yet it became the first successful colony. Remind students that the original settlers came to find gold in the New World, but the reality is they found something that was almost as valuable as gold in the growing of tobacco. There was a price to pay in slavery and tobacco smoking.

Move to **slides 12-13**, and have students research tobacco using Internet sources. Using their research, have each student create a poster on the **Tobacco Template** handout answering the following questions about this cash crop:

*What was tobacco and what did it look like?*

*How did they grow and harvest it?*

*Why was this crop valuable?*

*How did this crop make Jamestown successful?*

Display **slide 14**. After all students have completed their tobacco posters, display them around the room for students to do a Gallery Walk. Supply students with sticky notes to leave one or two comments or questions around fellow students' posters.

### Teacher's Note: Kid-Friendly Websites

The websites that have been provided in the **Tobacco Resources for Teachers** (attached above, Facilitator Resources) are written at a Lexile level that is appropriate for students. Should students need additional resources, be sure to vet them ahead of time.

10 minutes

# Evaluate

Move to **slide 15.** Take a moment and review with students what they learned from the Jamestown Virtual Museum the class created as well as what they now know about tobacco. Ask them the following question: *What three things do you now know about Jamestown that you didn't know before ?*

Have students return to their Inside Out handout and write at least three things around the outer circle.

**Teacher's Note**

Students will be graded on the slide they create for their class slideshow and the poster they make about tobacco. Ask the following questions for your evaluation: *Does the slide include new information? Is it relevant to the Jamestown topic? Does the poster contain relevant information? Is the poster about the history and production of tobacco and not about cigarettes and current controversies over smoking and advertising?*

# Opportunities for Gifted Learners

Gifted students can write a brief first-person biography of one of the important figures in Jamestown history (i.e. John Smith, Pocahontas, John Rolfe, Powhatan, Edward Maria Wingfield, George Percy, etc.).

## Resources


- Connoly, J. (2015, July 31). Jamestown unearthed: archaeologists find gun parts, rare coins in cellar pit. *Williamsburg Yorktown Daily*. https://wydaily.com/news/local/2015/07/31/local-news-jamestown-unearthed-archaeologists-find-gun-parts-rare-coins-in-cellar-pit/
- Historic Jamestowne. (2021). Jamestown rediscovery. https://historicjamestowne.org/
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
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- NBC News Learn. (2020). *John Smith, Jamestown and the Roots of America*. [Video]. YouTube. https://www.youtube.com/watch?v=2At5Ymp3c_E