Jamestown Unit

Social Studies/Elementary

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Unit Overview

Despite early hardships and struggles, the first American colony in the New World survived and prospered. The success of this colony paved the way for future American colonies. However, this expansion also had a dramatic effect on the Virginia Indians as well as people who were brought to work in the New World as the colony grew. Notable historical figures of the time include Chief Powhatan, Pocahontas, Captain John Smith and John Rolfe. The early colonists endured starvation, drought, sickness and poor relationships with the native Americans in Virginia.

Stage 1: Desired Results

Established Goals

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 5, Reading:
Informational Text
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
   - RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6. Assess how point of view or purpose shapes the content and style of a text.
   - RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
   - RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 5, Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   - W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   - W.5.1b. Provide logically ordered reasons that are supported by facts and details.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
   - W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
   - W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding
skills to type a minimum of two pages in a single sitting.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 5, Speaking and Listening**

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Enduring Understandings**

| The Virginia Company had 3 goals when it granted a charter to the first colonists to the New World. The colony almost failed due to the death of many of the colonists as well as conflict over the proper way to govern the settlement. In 1610, the settlers decided to leave the settlement, but were met by an English supply ship. They were encouraged to continue and eventually they developed agriculture and the conditions improved. Many colonists did not survive the first winter. Many perished due to lack of food, clean water, and sickness. In addition, there was a disproportionate amount of Gentleman to laborers, weak leadership and poor relationships with the Native Americans. The colony started with 108 men and boys in 1607 and by 1608 only 38 survived. The success of the settlement of Jamestown paved the way for the future development colonies in America. America's success increased the demand for cheap labor resulting in the dependence on indentured servants and slaves. |

**Essential Questions**

- What was the purpose of the Jamestown settlement and what was the motivation for the colonists to sign on to this venture?
- Who were the people who played a key role in the development of Jamestown?
- What caused so many settlers to die during the “Starving Years”?
- What was the effect on Jamestown on the Native Americans?
- How did the settlement become a success?
- Why was this first settlement instrumental in the shaping of America?
- What hardships did the colonists endure?

**Document #1**

**Pre/Post Test**

**Jamestown Charter 1607**

http://avalon.law.yale.edu/17th_century/va01.asp

**Content Knowledge**

Students will describe English society as it existed in the late 16th and early 17th century and explain why the English began to explore during this time.

Jamestown, VA was the first permanent English settlement in America named after King James of England. Funded by the Virginia Company of England, the colonists were on a mission to form a colony, find gold and discover a water passage to the Pacific Ocean.

Captain John Smith helped to develop trading with the Natives.

**Skills**

- The students will be able to:
- Understand that throughout history people do not change, however the context in which they are living does.
- After viewing the video, *Discovering Jamestown: The English* the students will role play the various settlers to develop an understanding of the
and is said to have been saved by Chief Powhatan's daughter, Pocahontas, who had befriended the colonists. Even so, the colonists had repeated conflicts with the Powhatan Indians which caused great losses for both sides.

Only 2/3 of the 105 men who set sail from London in 1607 survived the first year. Poor water quality, lack of food, conflict with the local Native Americans, and dissension among the settlers contributed to the "Starving Time". It seemed like the settlement would fail and the colonists faced dreadful conditions within the confines of the settlement.

The return of Captain Newport with new supplies and more people gave the colony renewed hope. However, the new group had even less understanding of the relationship between colonists and Powhatan Indians. The Indians retaliated by slaughtering all of the colonists' food supply and attacking anyone who left the protection of the settlement's palisades. The Colonists were forced to face atrocious conditions during the winter dubbed "The Starving Time", and again decided to return to England. A second resupply ship arrived and gave the colonists more hope. It carried food, more supplies, as well craftsmen who could develop goods to be sold to make the colony profitable.

Life at Jamestown was a struggle. Attempts at manufacturing glass and other products were not successful and still there was no gold or silver. Finally, John Rolfe's development of the tobacco crop became a turning point for the settlement.

The success of the tobacco crops made colonization in the New World profitable and therefore more enticing for people to invest in settling the colony. As the colony expanded, many of the Virginia Indians were pushed off their homeland.

Tobacco was a labor intensive crop that required many workers. Indentured servants were becoming a way for planters to receive cheap labor. The first Africans were brought to America in 1619 and sold into slavery to cultivate the tobacco crops.

differences between the gentleman, gentry and commoners who were the first settlers of Jamestown.

Identify the topic and main idea of various Jamestown articles. Students will also discuss the importance of paragraph headings in expository writing. Students will be provided with articles and match the heading with the article. Students will then write 3-5 paragraphs on a topic relating to Jamestown and include their own headings for each paragraph.

Use technology as a resource, for word processing, and as a presentation tool.

View and discuss the video, Discovering Jamestown: The West Central Africans.

Explain the genre of historical fiction and compare it to expository writing.

Explain the relationship between the colonists amongst themselves and with the Powhatan Indian tribe based on primary source writings.

Analyze the accounts of the settling of Jamestown from the perspective of the Colonists and the Native Americans.

Integrate information from several texts in order to knowledgeably speak and write about Jamestown.

Write an essay, or paragraph that introduces a topic, states and opinion, and support their opinion by logically ordering supporting facts and details.

Utilize technology to collect and share information gathered throughout the unit.

Present their findings to the class both orally and with visual tools, by sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

Utilize the Ipad to complete a teacher made online quiz.

Role Play: The People of Jamestown

Document #2 Headings for Jamestown Article

Document #3 Jamestown Article for Analysis of Headings
Stage 2: Assessment Evidence

Assessments

Why Did so Many Colonists Die? Essay
Summative: Written: Essay
Students will write a 5 paragraph essay which details the three reasons why so many colonists died settling Jamestown.

Presentation
Summative: Oral: Presentation
Students will research and report one aspect of colonial life in the settlement of Jamestown they feel was particularly difficult and give an oral presentation about their topic. Students will use the same format used in the book: You Wouldn't Want to Be an American Colonist, by Jacqueline Morley. Each student will write a paragraph listing reasons why they would, or wouldn't want to be a colonist about and illustrate their page. Pages will be shared and bound into a class book. Students can make a PowerPoint of their slide and present to another classroom.

Class Presentation
Formative: Project: Technology
The students will develop a PowerPoint or a Museum Box to share with the class during their oral presentation

Report
Formative: Written: Report
Students will research and type a report on one historical figure from colonial Jamestown.

Teacher Observation
Formative: Other: Teacher Observation
Teacher observations based on group discussions will be on going throughout the unit to determine skills and information that needs clarification or review.

Jamestown Assessment
Summative: Other: Quiz
Children will take a Pre and Post Assessment on the material covered throughout the unit.

Jamestown Expository Article
Summative: Written: Report
Students will write 3-5 paragraphs with a strong main idea sentence and supporting details. Students will write an appropriate heading for each paragraph.

Jamestown Pre/Post Assessment

Stage 3: Learning Plan

Learning Activities
Following a unit pretest on Jamestown, VA, the students will brainstorm and share their present content knowledge on the first American colony in the new world and discuss why they feel it is important to study the beginnings of our country.

The Prophecy delivered to Chief Powhatan by his trusted priests will be read aloud and analyzed by the class. Students will predict how that prophecy relates to the novel Blood on the River, 1607, and complete the Document Analysis Form in groups of 2.

The students will visit the Virtual Jamestown Website and explore the content contained there. Also as a class we will examine and discuss the artifacts that are depicted on the website.

As students listen to a read aloud of Blood on the River, 1607, they will discuss and journal about the primary source quotes at the beginning of each chapter and how those quotes relate to the chapter.

Resources

Websites
http://www.explorejamestown400.com/explore

Jamestown Settlement

Jamestown Adventure

Bio. True Story: John Smith
http://www.biography.com/people/john-smith-9486928
Throughout the read aloud, students will chart the historical facts written in the story and analyze the effect each has upon the formation of the settlement. They will also make note of the changes Samuel Collier, the main character in *Blood on the River*, 1607, undergoes throughout the story.

Students will complete a variety of activities from *Blood on the River* Study guide, by Elise Carbone.

Students will analyze and discuss primary source writings on the subject of Jamestown, including the writings of John Smith, George Percy, Edward Wingfield, and Lord De la Warr.

Students will complete the DBQ Essay Jamestown: Why did so Many Colonists Die?

The students will write an essay that introduces a clear topic, states and opinion, and support their opinion by logically ordering supporting facts and details. Students can create a PowerPoint presentation or use "Scribble Press" to showcase their learning.

Students will need to utilize technology, such as the computer and Ipad, to collect and share information gathered throughout the unit.

Students will present information to the class both orally and with visual tools, by sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

Students will research one aspect of the first settlement (notable people, attempts at manufacturing, tobacco, Native American life, etc.) and present their findings orally. The information will also be written and illustrated and become part of a class book.

Students will complete a HSI (Historic Scene Investigation) on Jamestown as a class activity.

View and discuss Jamestown artifacts.

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**Starving Time**

**On the Trail of John Smith Interactive**

**Historic Jamestown Rediscovered**

**History Globe: Jamestown Interactive**
http://www.historyglobe.com/

**Primary Text**
http://www.virtualjamestown.org/fhaccounts_desc.html

**Images of Jamestown Artifacts**
http://www.virtualjamestown.org/images/artifacts/jamestown.html

**Virtual Jamestown Website**
http://www.virtualjamestown.org/fhaccounts_desc.html

**Discovering Jamestown An Electronic Class Adventure for Teachers and Students**

**Historyisfun.org**
http://www.historyisfun.org/Jamestown-Settlement.htm

**Explore Jamestown**

**Historic Scene Investigation**
http://web wm.edu/hsi/cases/jamestown/jamestown_preview.html

**Jamestown Artifacts**
http://www.virtualjamestown.org/images/artifacts/jamestown.html

**Document #4**
**Blood on the River Study Guide by Elise Carbone**

**Document #5**
**Document Analysis Form**
Pre/Post Test

Jamestown, Virginia

Name: ___________________________  Date: __________________

1. When the colony of Jamestown was founded and why was it important?

2. Who funded the colony and what were their goals?

3. What people were significant in the establishment of the colony?

4. What were some of the challenges faced by the colonists?

5. Why did so many colonists die in the first year of the colony?

6. How were the Native American tribes affected by the colonists?

7. What attempts were made at manufacturing in the colony?

8. Why was the development of the tobacco crop important to the colony?

9. What was the result of the success of the tobacco crop?

10. What are your feelings about the establishment of the colony of Jamestown?
Headings for Article

JAMESTOWN

A DANGEROUS LAND

HEADING HOME?

A BETTER LIFE

A CHANGING LAND

TRUE SURVIVORS
JAMESTOWN

What was the most important event in U.S. history? Was it the Pilgrims landing at Plymouth Rock? How about the American Revolution? Or was it the Civil War? It’s hard to decide. They’re all important. Yet the founding of Jamestown may have been the most important. After that, everything in America changed, even worms. You’re probably wondering what worms have to do with history. We’ll get to that later. First, we have to learn about Jamestown. You may think you already know about Jamestown. You may have even seen a movie about it. Well, the real story is very different. So let’s burrow into the history of Jamestown.

A DANGEROUS LAND

On May 14, 1607, three ships full of colonists came to shore along the banks of the James River in what is now Virginia. The people on board had sailed from England to found a new colony. They called it Jamestown. The colonists couldn’t have chosen a worse place to settle. It was marshy and filled with mosquitoes. There was little drinkable water. Worse yet, the area were in a drought. They also faced other hardships. They had to protect themselves from two enemies. First, they were fearful that ships from Spain would attack them. England and Spain were fighting each other at that time. Second, they were afraid that a Native American group, the Powhatan, would attack them. To protect themselves, the colonists built a fort. It was triangle-shaped. Inside the fort, the colonists thought they would be fairly safe. They were wrong. The new environment threatened the colonists even more than the Native Americans did. Indeed, it nearly wiped them out.
HEADING HOME?

The drought caused many hardships. Water was scarce. Crops wouldn’t grow. Animals couldn’t find plants to eat. The colonists were often hungry and thirsty. Out of food, the colonists started to eat anything they could find. They wolfed down cats, dogs, horses, and rats. They even boiled starch from some of their clothes to make a thick soup. Still, theystarved. Thirsty, the colonists drank water from the James River. That was bad. The river water was often muddy and salty. It made the colonists very ill. Many died from drinking the water. Others died from starvation. They called this period the starving time. Nearly two years after the colonists founded Jamestown, they decided to head home. Worn out, they loaded a ship and got ready to leave. In the nick of time, supply ships arrived. The colony was saved. Things now started to get better for the colonists. More colonists moved from England to Jamestown. One of them was a man named John Rolfe.

A BETTER LIFE

John Rolfe settled in Jamestown three years after the colony had been founded. Things were finally starting to look up. Soon the drought ended. Things continued to get better. In 1614, Rolfe married Pocahontas. She was the youngest daughter of Chief Powhatan, the leader of the Powhatan. The marriage brought peace between the colonists and the Powhatan. Rolfe also got a shipmaster to bring tobacco seeds to Jamestown. Before long, the colonists were growing and selling tobacco. A plant grown to be sold is called a cash crop. More and more people moved to Jamestown. Many wanted to come. Others were forced. Kidnappers brought people from Africa to Jamestown. There they were forced to work. After a few years, some of these Africans were freed. Others remained slaves. Slaves worked in the tobacco fields. They built houses for their owners. They did much of the work to build the colony. Yet they were never paid. For them, Jamestown and America did not offer a better life.
A CHANGING LAND

The colonists changed the land around Jamestown in many ways. For starters, they cut down forests and grew crops. The colonists also brought new animals and plants to America. Domestic cattle, chickens, goats, horses, and pigs all made the journey to Jamestown. None of these species lived in the Americas before the colonists brought them. Some of the smallest alien animals brought by colonists made the biggest changes. Take worms and honeybees, for example. Before 1607, worms didn’t exist in some parts of America. Night crawlers and red earthworms didn’t crawl through the soil. These tiny worms made big changes. They ate leaves that littered forest floors. Those leaves fertilized and protected the soil. Without the leaves, rainwater washed away nutrients. That made it harder for some native plants to grow. While worms made it harder for some native plants to grow, bees made it easier for some alien plants to take root. Busy bees helped pollinate watermelon, apple trees, and peach trees. Without bees, these plants would never have survived in America.

TRUE SURVIVORS

The Jamestown colonists weathered some tough times, but they survived. Jamestown was the first English colony to succeed in America. More colonies followed. The people in these colonies changed the land in many ways. So did the plants and animals they brought. Together, these colonies, plants, and animals helped make America what it is today.

Study Guide for

Blood on the River: James Town 1607

By Elisa Carbone
Guide created by Jan Jones

Book Description

Samuel Collier, a rough and tough young orphan, becomes the page of Captain John Smith as they head for the New World. Brought up in poor conditions and street-smart, Samuel has to learn to control his anger and to use his head instead of his fists. During the journey on the ship the Susan Constant, Samuel begins his lessons in determining right from wrong. Through interactions with other boys his age, as well as key figures such as Captain John Smith, Reverend Hunt, and Master Wingfield, Samuel encounters conflict and discover ways to avoid it. His first contacts with the native peoples in the Caribbean and in the New World further teach Samuel about different perspectives and about the value of culture. Survival in the new colony tests Samuel as he evaluates these life lessons and learns to make choices using his heart instead of his fists.

Thoroughly researched and historically accurate, Blood on the River: James Town 1607 captures the time period and the landscape, along with a boy’s personal struggles. The book explores the day-to-day lives of the colonists at James Town, Virginia, as well as contemporary themes such as learning how to react to anger and conflict. Further, the descriptions of the Algonquian Indians allow for discussions on perspective and respect. Readers will find that they have experienced what it must have been like to live in James Town in 1607.

About the Guide

This guide provides discussion questions and activities related to the novel and to the study of the early years of the Jamestown Colony in Virginia. It can be useful to teachers of American history and Virginia history, as well as study groups, literature circles, and book clubs. It is intended to provoke thought and discussion on such concepts as change, perspective, perseverance, courage, cooperation, and trust. Themes such as making decisions based on love and not anger, and respecting individual differences in people, are explored. The guide is also aligned with the Virginia Standards of Learning.
Discussion and Activities Guide
(Questions and activities are designed to be used following the reading of the given chapter(s).)

Chapter One
Discussion:
1. Discuss the prophecy that begins the chapter. What is a prophecy? Do you think the prophecy will turn out to be accurate?

2. Why is the locket so important to the boy?

3. Who do you think the locket belongs to? Why?

Chapter Two
Discussion:
1. Each chapter opens with a quotation from a primary source. Discuss the value of primary sources in learning about history. Discuss the fact that journals are written from the perspective of individuals. Might another person write something different about the same event? Do you think journals and diaries are important for people to keep today?

2. In this chapter Reverend Hunt speaks about making decisions based on love, not on anger. Anger is a problem for Samuel. He is angry “with the world.” What do you know about him so far that would explain why he is so angry? Can someone so angry follow Reverend Hunt’s message to “make decisions based on love when there is no one left to love?” (p. 7)

Activities:
1) Make a Who, What, Where, When, Why chart or web for the settlement at Jamestown.
   • Who financed it? The Virginia Company of London financed the settlement.
   • What was Jamestown? It became the first permanent English settlement in North America.
   • Where did they build the settlement? A narrow peninsula by the James River. It was chosen because it could be easily defended from attack by sea, the water was deep enough for ships to dock, and the settlers thought there was a good water supply.
   • When? May of 1607
   • Why? As an economic venture for the Virginia Company of London. The colonists were to find silver and gold, find new resources to send back to England, locate a water route to the Orient, open new markets for trade, and convert the natives to Christianity
2) Begin an individual, small group, or classroom list, in order, of the historical events in the novel. Keep adding to this list as students read through the book. Students may write news articles about some of these events.

**Chapter Three**
**Discussion:**
1. On page 17, Samuel reveals his philosophy: “Trust no one.” What circumstances led him to have that philosophy? Why would that philosophy be important in the poorhouse, on the streets, or in an orphanage? Do you think it is a good philosophy?

2. Reread the last paragraph on page 18. How do you think “power” can be more damaging than fists?

**Chapters Four and Five**
**Activities:**
1) Study currents and trade winds and how the ships followed them.

2) The boys hear the sailors telling stories about the Indians they expect to encounter in the New World. These stories focus on the aspects of Native American culture that are very strange to the English. In small groups, have students write descriptions or stories about themselves as sailors from a foreign culture—or even another planet—might see them. Discuss whether or not these “sailor stories” give a clear picture of what a person or group of people is really like.

**Chapter Six**
**Discussion:**
1. The story of the whale is used by John Smith as a metaphor concerning Master Wingfield. Should there be “bigger fish” in the sea of people?

2. How do the students feel about discriminating between “lower born” and “higher class” people? Should people be treated as equal to one another? Do students think that distinctions like “lower born” and “higher class” still exist in our society today?

**Chapters Seven and Eight**
**Discussion:**
1. On pages 54–56, Samuel gets into a fight and Captain Smith disciplines him. Explain the discipline and discuss whether or not you think it was effective.

2. Cooperation is something Samuel needs to learn about. What happened after the fight to make Samuel realize that cooperation is needed in order to survive?

3. A major theme in the novel is presented on page 58 when Captain Smith says, “Don’t let your anger get the best of you, Samuel. . . . Learn to channel it, and it will become your
strength rather than your weakness.” Have the students look for examples of how this lesson worked or could have worked as you continue to read the book.

Activities:
1) Begin a character web of Samuel that follows the book chapter by chapter, to show changes in him.

Chapter Nine
Discussion:
1. On pages 71 and 72, the colonists trade glass beads and copper for food. Discuss how different people’s perspective—their worldview, shaped by their upbringing, culture, etc.—affects the value of different things to them. How does where we come from and who we are affect the value we place on things and/or people and relationships?

Chapters Ten and Eleven
Discussion:
1. Why do you think the Indians attacked the colonists at this time? Are the colonists invading the Powhatans’ land? (You may use a Cause and Effect chain if desired.) What effect did the Indians’ raid have on the colonists?

2. On pages 81 and 82, Samuel is very upset and feels guilty over James’s death. Could he have done anything differently?

3. How has Samuel changed since the beginning of the book?

Activities:
1) Construct a model of the fort described on page 84. This can be done in small groups or as a class project. Students should brainstorm about what materials to use (Popsicle sticks? Clay? Cardboard? Twigs?) And work together to build it. Emphasize how it is important for all people to participate in the building. See chapter fourteen activities for Part 2 of this activity.

Chapter Twelve
Discussion:
1. Captain Smith recommends that Samuel learn the Algonquian language. He explains that, “I want you to learn these words. They will be better protection than any weapon.” (p. 89) Explain how it is that words for communication can be better protection than weapons.

2. Reverend Hunt continues to implore Samuel to use his heart in making decisions. On page 96, he advises Samuel that if he makes a choice out of love, then it will be the right choice. What is the choice that Samuel has to make? How can his decision be made out of love?
3. What would you do in Samuel’s predicament?

Chapter Thirteen
Discussion:
1. It turns out that not all of the Powhatan Indian tribes were involved in the large-scale attack that occurred in chapter ten. Some of the tribes were friendly to the colonists, and others were hostile. Who were the friendly tribes, and why were they friendly? Who were the hostile tribes, and why were they hostile?

Activities:
1) Research the Indian tribes listed on page 103. Place them on a map.

2) Have a barter day. Have student groups decide what to bring to trade with other students. Discuss or write about the results. Who traded for and got what they wanted? What persuasive skills are needed to trade like this?

Chapter Fourteen
Discussion:
1. Discuss attributes that make John Smith a good leader. Discuss his negative characteristics as well. List other “leaders” the students know and analyze good/bad attributes of each.

Activities:
1) Using reference materials show the route from England to China and India and where the Ottoman Turks were located on a map. Captain Smith thought that by starting at the Chickahominy River, he might discover a water route to India and China from Jamestown, traveling west. Locate the Chickahominy River on a map and decide if Captain Smith’s idea was valid or not.

2) Part 2 of fort activity from chapters ten and eleven: Make houses for your model fort out of wattle and daub. Some suggested materials for students to use: Popsicle sticks, twigs, clay, straw. Information on old-fashioned wattle and daub follows:

“Daub and wattle are building materials used in constructing houses. A woven latticework of wooden stakes called wattles is daubed with a mixture of mud and clay, animal dung and straw to create a structure. It is normally whitewashed to increase its resistance to rain. Examples of buildings which use wattle and daub can still be found in many parts of the world. In half-timbered buildings, the wattle and daub is contained between wooden beams. This usually gives the building a black and white appearance when the daub is whitewashed, or black and brown if it is not.”
“Inside the triangular wooden palisade of James Fort, wattle-and-daub structures topped with thatched roofs depicts dwellings and a church, guardhouse, storehouse and governor’s house during the period 1610–1614.”

From: *Jamestown Settlement and Yorktown Victory Center*, “James Fort,”

**Chapters Fifteen and Sixteen**

**Discussion:**

1. These chapters are full of historical information. We learn of the gentlemen’s plan to leave the colony, John Smith’s experience with the Powhatans, the offer of cannons to the Indians, the arrest of John Smith, and the arrival of a new ship. Discuss each of these events. Be sure to include them in the students’ list of historical events.

2. At the end of chapter fifteen, Samuel can no longer contain his anger. Do you think Samuel was right or wrong to throw the rock at Master Archer? How did you feel when he hurled the rock?
Chapter Seventeen
Discussion:
1. In this chapter the boys meet Pocahontas. Many of the students have probably seen movies about Pocahontas before. Make a list of characteristics of the historical Pocahontas, as depicted in this chapter, taken from the original records: How old is she? What is her real name? How does she wear her hair? What clothing does she wear? What is her relationship to Captain Smith? How does this compare to the fictional Pocahontas of the movies?

Chapter Eighteen
Discussion:
1. Discuss some of the new things Samuel is experiencing as a result of having Namontack coming to live with the colonists.

2. Samuel is shocked to discover that Captain Smith’s brush with death at the hands of the Powhatans was actually just a dramatic ritual. In the Author’s Note, the author explains that historians still debate about whether or not Pocahontas saved Captain Smith’s life, or if the event happened at all (pages 229–230). What is the difference between a historical myth and a historical fact? Can students think of other examples of myths in American history? What does this example demonstrate about history’s ability to change based on newly discovered knowledge?

3. The Powhatans look at Captain Smith as being one of them now. This has caused Chief Powhatan to take care of the colonists because he considers them one of his tribes. Samuel believes this is a good thing but is worried about what the gentlemen will think if they find out that Chief Powhatan is treating them as one of his tribes. Why is Samuel concerned about this?

4. Namontack sails with those returning to England. Discuss the new things he will see. Coming from a different cultural perspective, what might he think of England?

5. The colonists decide to make John Smith the new president. What qualifications for the job did Captain Smith have?

Activities:
1) On page 137, the colonists begin construction of the new fort. Locate pictures of this new, five-sided fort by using the Jamestown Web sites included in the references.

2) What diseases could the “summer sickness” have been? Research possible “summer sicknesses” such as diseases borne by different insects (mosquitoes, flies, ticks, etc.).

3) Have the students write a want ad or a job description for either the job as president of James Town, or president of the class.
Chapter Nineteen
Discussion:
1. What do you think of the decree, “He that will not work shall not eat”? What if this was the law in our classroom?

2. Discuss Smith’s leadership style of not asking others to do what he is not willing to do himself. Is this good or bad?

3. Two women arrive in the colony. What year is this? Discuss the pros and cons of having women in the colony.

4. Excited that Namontack now speaks English, Reverend Hunt begins to teach him about Christianity. Namontack then shares information about his faith. Make a Venn diagram comparing the two faiths.

5. How is the colony planning to try to make a profit now for the Virginia Company?

6. How do you think Powhatan will feel about being a prince under King James?

7. Discuss the idea of perspective here, based on page 150: “If the thought of being Chief Powhatan’s subjects would be distasteful to the gentlemen, then I imagine that becoming subjects of King James would be just as distasteful to the Powhatan people.”

Activities:
1) Find maps online that Smith drew and compare them with current maps of the area.

2) Research glassmaking and/or research tar and pitch. Create a poster of your findings.

Chapter Twenty
Discussion:
1. Compare and contrast housing at the fort and at Werowocomoco. (The Jamestown Settlement Web site has pictures of both.)

2. Do you think King James was honoring Powhatan by making him a prince, or was he trying to gain power over him?

3. Describe the “New World masquerade” that Samuel witnessed.

4. Which place would you rather live, in Namontack’s village or James Town? Discuss the positives and negatives of each.

5. How has Samuel changed his mind about how he feels about the natives? Why has he changed? How have the natives treated him?
Chapter Twenty-One
Discussion:
1. Reverend Hunt has another conversation with Samuel about making right decisions. Do you believe it is true that you will always know the right decision when you choose from love? Give examples of how this may or may not be true.

2. On pages 171–172, Samuel says to Reverend Hunt, “Thank you for treating me like I was worth something.” What does Samuel mean by this? What difference did Reverend Hunt make in Samuel’s life? How might Samuel have been different without his influence?

Chapter Twenty-Two
Discussion:
1. Life in the Warraskoyack village is very different from life in James Town, and yet in some ways they are similar. Compare and contrast the different parts of each culture (for example: government, economics, recreation, specialization (jobs), customs, religion, etc.)

2. How has Samuel changed by the time Richard, Nathaniel, Henry, Abram, and the others come to the Warraskoyack village?

Chapter Twenty-Three
Discussion:
1. On p. 189, Samuel understands what Captain Smith meant by “power is like weights in a balance, and when someone gains power someone else loses power.” Ask the students for examples of this in their lives—in their friendships, in the world, etc.

2. After reading chapter 23, return to Chief Powhatan’s words, as quoted at the top of page 186. Discuss the elements of this rich quotation, i.e., taking by force what “you may quickly have by love,” destroying people who provide you with food, wronging your friends, etc.

Chapter Twenty-Four
Discussion:
1. When Captain Smith leaves, Samuel recalls another lesson he learned from Reverend Hunt: “When I lose someone, I should not close my heart to everyone, but should find someone else to fill the empty place.” Ask the students if they have ever lost a pet or someone close to them. Could Reverend Hunt’s words help?

Activities:
Choose one of the following persuasive writing exercises:

1) Pretend you are Chief Powhatan. Write a paragraph persuading John Smith to abandon James Town and take the colonists back to England.
2) Pretend you are John Smith. Write a paragraph persuading Chief Powhatan to help the colonists survive while you are away seeking medical attention in England.

Chapter Twenty-Five
Discussion:
1. Captain Smith gives Samuel several gifts before he leaves. Discuss the tangible gift of the beads as well as the intangible gifts of the things that Samuel has learned from Captain Smith.

2. Should Samuel take baby Virginia? Do you think this is a good idea or a bad idea? Would it be an action taken out of love?

Activities:
1) On a map, find Point Comfort, which is where Fort Algernon was located.

Chapter Twenty-Six through the Afterword
Discussion:
1. When the new settlers arrived, what did some of them do to the Indians? How did this cause problems for the whole colony over the next several months? What could the colonists have done differently that might have saved them from the “Starving Time”?

Activities:
1) We know that Samuel Collier lived, but there are missing years in his life that this book does not cover. Write about him to continue his story, imagining what might have happened to him.

2) Complete the list of historical events that was begun earlier, bringing it up to date through the events covered in the Afterword.

After the Book
Discussion:
1. See how many examples you can come up with of things that are part of our American culture today that originated in ancient Powhatan culture (examples: moccasins, the word “raccoon,” hominy grits, etc.). As a class, make a list of as many examples as you can think of.

Activities:
1) Jamestown Journals—have the students create Jamestown Journals using the following assignment:
Imagine that you are either one of the James Town settlers or one of the Powhatan Indians. Using the list of historical events, which the class has generated (see Activities, #2, Chapter 2), choose at least ten of these significant events and write your own account of what happened. Write in the first person as if you were keeping a journal.
2) The Powhatan Indians—Research and writing activity:
The Powhatan Indians inhabited a large portion of the Tidewater Region. Throughout the many years of living near the coast, these Native Americans managed to be successful hunters and farmers. Men, women, and children each played important roles in their tribe. Their culture is one of great importance. Have students choose one aspect of Powhatan daily life to research, including (but not limited to) transportation, food, language, clothing, hairstyles, and recreation. Have students create reports, acrostic poems, or another type of writing to share what they have discovered in their research. The assignment could include illustrating their work with pictures—hand-drawn, printed from the Internet, or photocopied from a book or article.

3) Debate
Divide students into two groups: Captain Smith’s supporters and Captain Smith’s enemies. Have each group prepare arguments defending or challenging Captain Smith’s ideas and practices to be used in the debate.

Web sites of interest:

http://www.apva.org/jr.html Jamestown Rediscovery

http://www.historyisfun.org/ Jamestown Settlement and Yorktown Victory Center

http://virginiaindians.pwnet.org/ Virginia’s First People

http://www.virtualjamestown.org/page2.html Virtual Jamestown

http://www.historyglobe.com/jamestown/ The Jamestown Online Adventure

To find out more about Blood on the River: James Town 1607, or the book’s author, Elisa Carbone, visit the author’s Web site at www.elisacarbone.com

About the author of this study guide:
Jan Jones grew up in Alexandria, Virginia. Being a native Virginian, Mrs. Jones spent her school years learning about the Commonwealth’s history. She received a degree in Early Childhood Education from George Mason University and a Master’s in Gifted Education from the University of Virginia. Mrs. Jones has been a teacher in schools throughout Virginia, teaching in grades K–8, in the areas of gifted education, music, and general education. Most of her experience, however, has been in grades four and five, where she has taught Virginia and American History. She currently teaches fifth grade with the Williamsburg/James City County Public Schools. She has two boys in their twenties and resides in Williamsburg, Virginia, with her husband and their dog, Mickey. To inquire about study-guide development, or to submit questions or comments, Mrs. Jones can be reached through her e-mail: janmjones@cox.net