

Early English Settlements

Image Analysis, Readings,
and
Doodle Notes Activity





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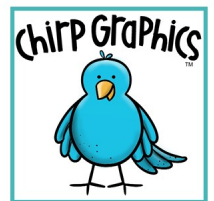
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Clip Art and Fonts



Directions

This lesson is designed for your students to identify the significance of the dates 1607 and 1620 while comparing the reasons for the establishment of Jamestown and Plymouth. I have broken apart the resource into sample days – however, you can pace the lesson to best suit your students needs.

Prior to the lesson –

- ☐ Print the Word Wall terms, Vocabulary Choice Board, Roanoke, Jamestown and Plymouth readings, Doodle Notes, 3, 2, 1 Processing, Chat Cards, and Double Bubble handouts, You will need class sets of the readings and the Chat Cards. Each student will need their own copy of the Vocabulary Choice Board, Doodle Notes and the two processing assignments. I would recommend laminating the Chat Cards so that you can use them with multiple lessons. The Primary Source Analysis can be used for your advanced students or for a homework assignment.
- ☐ Post the Word Wall terms in the front of the room
- ☐ I have added resources for the colony of Roanoke – not everyone teaches this colony, but I wanted you to have the resources if you choose to teach this topic. Review the directions for the Book Bits activity – if you choose to use this activity, print one copy and cut the pages into strips for your students. Use Book Bits prior to teaching the Vocabulary terms. There is an additional image to analyze, reading and Doodle Notes for your students. Simply follow the process for Jamestown (on the next page) but teach Roanoke first.

Directions for Book Bits

- Read your sentence to as many different people as you can.
- Do not talk about anything but your sentence.
- Think about what all of these sentences have in common.
- Write what you think the text will be about.



Directions

Day One

1. Introduce the vocabulary terms for the activity by using the **Word Wall** images – pronounce the terms and define them with your students. Your students can copy the definitions onto their **Vocabulary Choice Board** and complete the different vocabulary activities throughout the week or for homework.
2. Preview the lesson with the **4-Corner Question Activity** in the PowerPoint presentation. Ask your students to move to a corner of the room that represents the answer to the question – *What would it take for you to move to another country?*
3. Project the image of Jamestown – as you click through the PowerPoint presentation, one of each of the corners of the image will appear. This will help focus your students. Choose several questions from the **Image Analysis Guiding Questions** to ask your students.
4. Pass out the first two pages of the reading on Jamestown and the corresponding **Doodle Notes** page. Depending on the level of your students, you can have them read with a partner, whole group, or independently.
5. As they read the handout, your students will need to complete the **Jamestown Doodle Notes** summarizing the information they have learned.
6. Give your students the **Primary Source Analysis** on Jamestown and the **3,2,1 Processing Activity** as an exit ticket for the day.

Directions Continued

Day Two

1. Continue learning about the early English settlements with the image analysis, readings and Doodle Notes.
2. When your students are finished reading and taking notes on Plymouth, pass out the Double Bubble processing assignment. Allow your students to complete this assignment with a partner or by themselves.
3. An optional way to complete this lesson is with an **Act-it-Out**. Project the image of the landing at Plymouth Rock in the front of the room. Place your students into groups of 4. Give each group an Act-it-Out handout and assign different roles to different groups. After a set amount of time (5-10 minutes) choose one student from each group to come and stand in front of the image. Ask different students questions about what they would have experienced.
4. Complete the lesson with the **Consensus Circle Activity**. Pass out large sheets of chart paper. Place the students into groups of 3 and give each student a different colored marker. In the center of the chart paper, have your students write the discussion question - **Which colony should Americans be prouder of – Jamestown or Plymouth?** Give your students a few minutes to write their answers to the question on chart paper. After they have finished writing, they need to discuss the question with their group members using phrases from the **Chat Cards**.

The pacing of this lesson will depend on the reading level and independence of your students - it is designed for two days, but it may take three if you have lower level readers. I have added multiple ways to teach this content - I hope your students enjoy!



Please read the Primary Sources in advance to determine if they are suitable for your students.



Teacher Resources

Image Analysis Guiding Questions

OBSERVE: Identify and note details

- What type of image is this (photo, painting, illustration, poster, etc.)?
- What do you notice first? Describe what else you see.
- What's happening in the image?
- What people and objects are shown? How are they arranged? How do they relate to each other?
- What is the physical setting? Is place important?
- What, if any, words do you see?
- Are there details that suggest the time period this image relates to?
- What other details can you see?

REFLECT: Generate and test hypotheses

- Why do you think this image was made? What might have been the creator's purpose? What evidence supports your theory?
- Why do you think the creator chose to include these particular details? What might have been left out of the frame?
- Who do you think was the audience for this image?
- What do you think the creator might have wanted the audience to think or feel?
- What do you feel when looking at this image?
- Does this image show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- What was happening during the time period this image represents? If someone made this image today, what would be different/the same?
- What did you learn from examining this image? Does any new information you learned contradict or support your prior knowledge about the topic or theme of this image?

Chat Cards

Share:

Share an idea sparked from a previous speaker.
You can start your comments with-

"This makes me think..."

"That reminds me of..."

"I agree or disagree, because..."

"True. Another example is when..."

"That's a great point..."

Sum It Up:

Summarize what was just said in a shorter version. You can start your sentences with-

"I hear you saying that..."

"So, if I understand you correctly..."

"I like how you said...and I think..."

"To summarize your ideas... and I want to add..."



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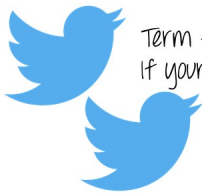
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Vocabulary Choice Board

Define the vocabulary terms. Choose a vocabulary mini-activity for each of the terms.

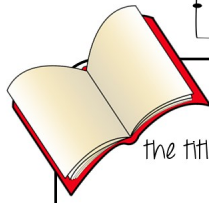
 <u>Term</u>	<u>Definition</u>	<u>Term</u>	<u>Definition</u>

Term -
List three antonyms for your term.



Term -
If your term had a # summary, what would it say?

Term -
What content connection can you make with this term? Where else in history will you see this term?

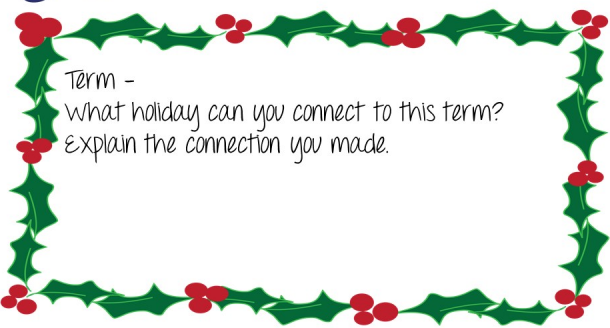


Term -
If your term had a book written about it, what would the title be? Explain.

Term -
What song comes to mind when you hear your vocabulary term? Explain the connection.



Term -
What color best symbolizes the vocabulary term? Color the pencil with that color and explain your choice.



Term -
What holiday can you connect to this term? Explain the connection you made.

Term -
List three synonyms for your term.



Term -
Create a Pictoword out of your term. A Pictoword illustrates the meaning of the term through the letter formation.

Roanoke Preview Activity

In the 1500s, European countries were in a rush to find new land and establish new colonies. England was interested in trying to claim land in North America just like the Dutch, the Spanish and the French.

Most of the European countries were looking for ways to make a profit, but many also said they were bringing their religion to areas that had not heard about Christianity.

The Spanish built missions to spread Catholicism while the French focused on furs to make a profit.

England's early attempt at claiming and settling land in North America was not very successful, but did become one of America's greatest mysteries.

Walter Raleigh sailed for Queen Elizabeth of England to try to get England land in North America hoping to find gold, silver or a way to China.

Raleigh described the island as having friendly native people, abundant game and *"sweet and aromatic smells lay in the air"*.

Raleigh, trying to get money for his colony, named the newly found land, Virginia, in honor of Queen Elizabeth, the unmarried queen.

England had a Parliament which controlled England's money and Elizabeth could not give Raleigh much more money.

Because he was no longer funded by the British government, Raleigh ended up going to business men for money to support the establishment of colonies.

Businesses would put up money hoping that they would make a profit off the new colonies.

These were called joint-stock companies and this would be the method used by the English to settle North America.

Raleigh had a group of 150 colonists head across the Atlantic Ocean in 1587.

This group included John White, who was named governor, his pregnant daughter and her husband.

His daughter gave birth to a baby she named Virginia, in honor of the land where they had landed.

This baby, Virginia Dare, is considered the first child born in America to English parents.

Only a month after they landed, the colony was struggling.

As governor, John White, determined he needed to go back to England to get supplies.

Unfortunately, when John White returned, England was preparing for war with Spain and all ships were taken to fight the Spanish Armada.

John White was unable to get a supply ship back until 1590 - 3 years after he had left the struggling colony.

When John White returned, he found the island deserted.

The only clue left was a post with the word CROATOAN carved in it.

White had told the colonists before he left for England, if they had to remove themselves from the island, they should carve a note where they were going for him to find.

He also told them to leave a cross at the end of the message if they were leaving under duress.

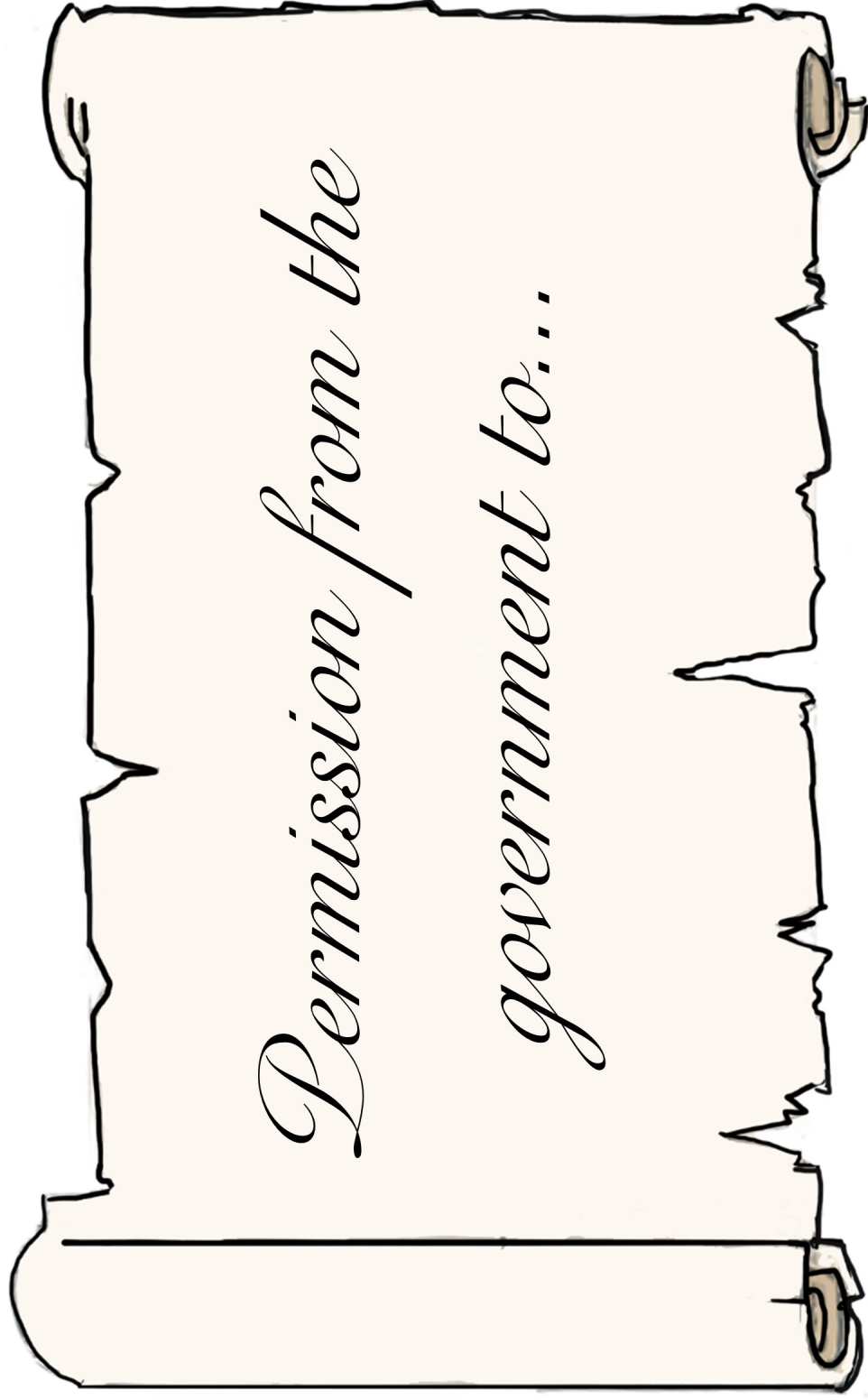
No cross was found, so he hoped the settlers, his daughter and his granddaughter had moved to Croatoan Island, but due to bad weather and bad luck, White was unable to sail to the island.

He also didn't know if the word CROATOAN referred to the Croatoan Native Americans.

In 1602, fifteen years after White had left to get supplies, another search party was sent to look for the settlers on Croatoan Island.

Word Wall Terms

charter



precedent



persecution



Pilgrim



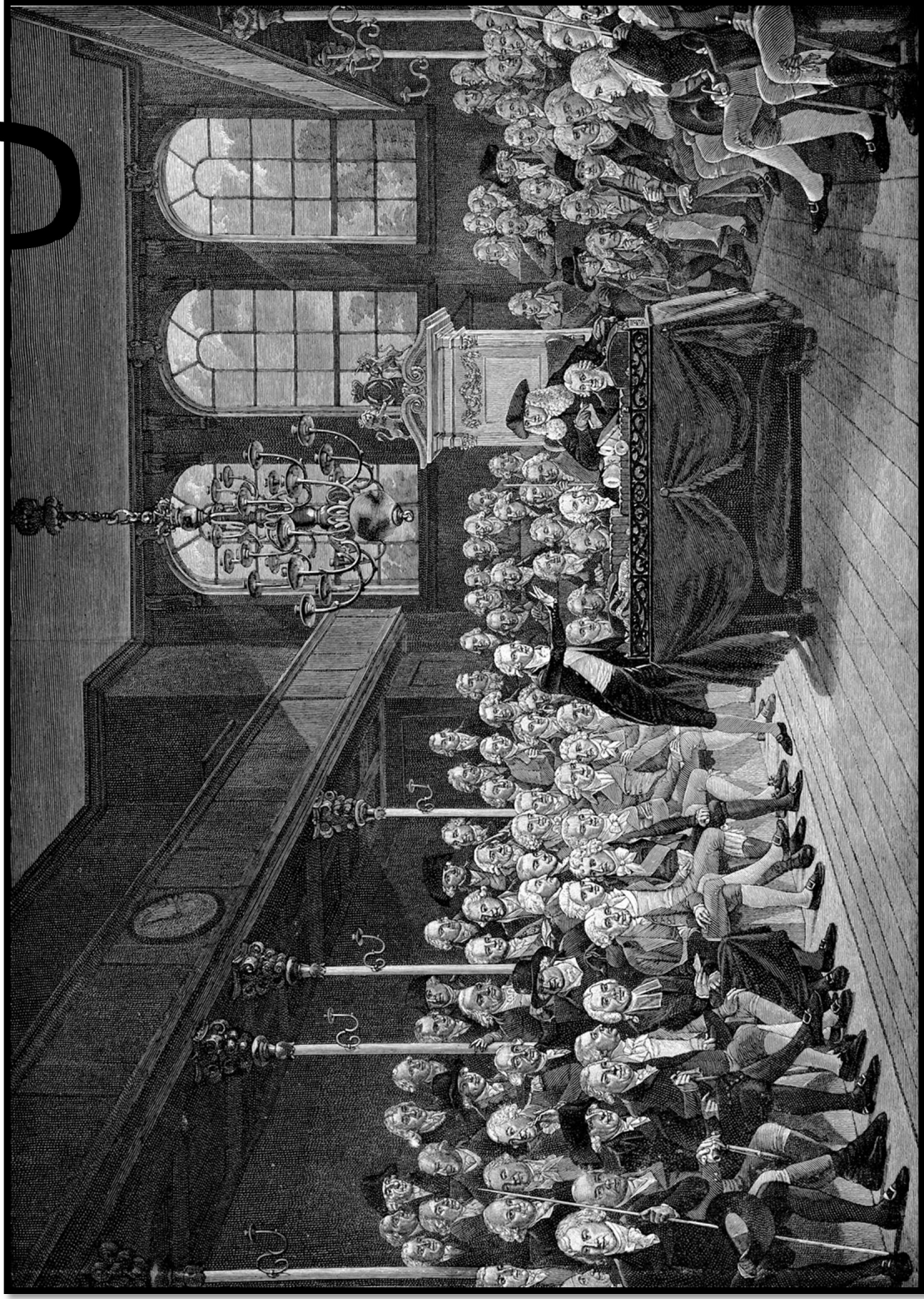
cash crop



tobacco



assembly



settlement



First English Settlements Readings

Roanoke

In the 1500s, European countries were in a rush to find new land and establish new colonies. England was interested in trying to claim land in North America just like the Dutch, the Spanish, and the French. Most of the European countries were looking for ways to make a profit, but many also were bringing their religion to areas that had not heard about Christianity. The Spanish built missions in North America to spread Catholicism, while the French focused on trading furs to make a profit. England's early attempt at claiming and settling land in North America was not very successful, but did become one of America's greatest mysteries.

Walter Raleigh sailed for Queen Elizabeth of England to try to get England land in North America. He was hoping to find gold, silver, or a route to China. Raleigh sent men to investigate different regions of North America. His men sailed to Roanoke Island which they described as having friendly native people, abundant game and *"sweet and aromatic smells lay in the air."* Raleigh, trying to get money for his colony, named the newly found land Virginia, in honor of Queen Elizabeth, the unmarried queen. England, however, had a Parliament which controlled England's money and Elizabeth could not fund Raleigh's ventures. Lacking support from the British government, Raleigh ended up going to businessmen for money to fund English colonies in North America. Businesses would invest money hoping they would make a profit off the new colonies. These businesses were called joint-stock companies. Joint-stock companies would be the method used by the English to settle North America.

In 1587, Raleigh funded a group of 150 colonists to journey across the Atlantic Ocean to settle Roanoke Island. This group included John White, who was named governor, his pregnant daughter and her husband. His daughter gave birth to a baby she named Virginia, in honor of the land where they had landed. This baby, Virginia Dare, is considered the first child born in America to English parents.

Only a month after they landed, the colony of Roanoke was struggling. As governor, John White decided he needed to go back to England to get supplies for the colony. Unfortunately, when John arrived in England, the country was preparing for war with Spain. All ships were taken to fight the Spanish Armada. John was unable to get a supply ship back to Roanoke until 1590 - 3 years after he had left the struggling colony.

When John White returned, he found the island deserted. The only clue left was a post with the word CROATOAN carved in it. White had told the colonists before he left for England, if they had to remove themselves from the island, they should carve a note where they were going for him to find. He also told them to leave a cross at the end of the message if they were leaving under duress. No cross was found, so he hoped the settlers, his daughter and his granddaughter had moved to Croatoan Island, but due to bad weather and bad luck, White was unable to sail to the island. He also didn't know if the word CROATOAN referred to the Croatoan Native Americans - had the English colonists been taken in by the Croatoan tribe?



In 1602, fifteen years after White had left to get supplies, another search party was sent to look for the settlers on Croatoan Island. No evidence of the settlers was ever found and the first English settlement in North America became known as *"The Lost Colony of Roanoke."*



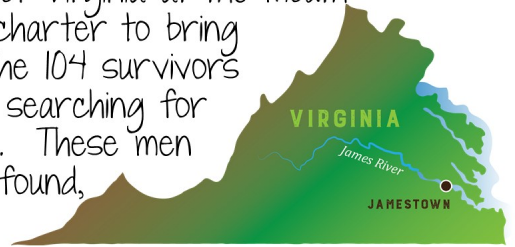
and discuss:

1. How were early English colonies in the Americas funded?
2. What kept John White away from Roanoke?
3. What do you think happened to the settlement at Roanoke?

Jamestown

Jamestown is a very important part of the history of the United States. It was the first permanent English settlement in North America. The precedents set in Jamestown would impact how most English settlers in the future would live and the expectations they had for their government systems in North America.

Jamestown was originally settled in 1607 in the colony of Virginia at the mouth of the James River. The Virginia Company was granted a charter to bring colonists to Jamestown. The first English settlers were the 104 survivors of the 144 men and boys that crossed the Atlantic Ocean searching for gold in North America for the Virginia Company of London. These men knew the company would withdraw support if gold was not found, so the men spent most of their time searching for gold.



Adding to the problem, part of the men on this venture were "gentlemen" in England, and "gentlemen" did not do manual labor. While these settlers may have been good businessmen, craftsmen or artisans, none were good farmers. Eight months later when another ship from London came to Jamestown bringing supplies and more settlers, only 38 of the men were alive. This was due to the location and climate of Jamestown itself as well as the lack of planning on the part of the settlers.



Jamestown, 1607

Jamestown, named for King James of England, was located on a swampy peninsula. The geography of the area worked against the English settlers. While it was a good location to avoid attacks from Spanish settlers to the south, the swamps were infested with mosquitos, had a poor water supply, and land was not cultivated for crops. The Powhatan, who lived in the area, also considered the English settlers a threat and attacked. Many of the settlers died within months of landing in Jamestown.

John Smith, who became president of the council in Jamestown after many others had died, was a strict leader who insisted that *"He that will not work, shall not eat."* With Smith's leadership and his ability to deal with Powhatan, a Native American leader, Smith was able to save the settlement by trading for food, requiring settlers to farm, and requiring they dig a well for fresh water. The next year, Smith was hurt by an explosion and returned to England. The winter of 1609 - 1610 proved to be incredibly cold and the people of Jamestown experienced what became called *"The Starving Time."* Only 10% of the settlers survived *"The Starving Time"* and many of these only survived by eating rats, mice, and leather from their shoes. Some people even resorted to cannibalism of their former neighbors during this terrible winter. A supply ship which had been stranded finally arrived to help these survivors in the spring of 1610.

and discuss:

1. Describe three problems with the settlement at Jamestown.
2. How did John Smith save the settlement at Jamestown?
3. Describe "The Starving Time".

Jamestown

The colony of Jamestown was also saved by John Rolfe. He saved Jamestown by introducing a cash crop that would help Jamestown become profitable. John Rolfe arrived in Jamestown in 1610 and realized the land was perfect for growing tobacco. In 1614, his marriage to Pocahontas, the daughter of Chief Powhatan, helped create a temporary peace between the English colonists and the Powhatan nation.



Tobacco was a labor-intensive crop which meant it needed many people to help plant, tend and harvest. Many settlers started planting large farms of tobacco which were called plantations. By 1617, the colony was exporting 20,000 pounds of tobacco annually; that figure doubled the following year.

An economy dependent on the cash crop of tobacco led to the development of the Transatlantic Slave Trade. Plantation owners supported enslaving Africans to help turn a profit on their tobacco crop. Unfortunately, slavery was also accepted in many of the other English colonies as well and consisted of the enslavement of Native Americans as well as Africans.

Records show that the first Africans were brought to Jamestown in 1619. Enslaved Africans had already been enslaved in the Americas under Spanish, Dutch, and Portuguese rule. The "20 and odd" Africans purchased from the Dutch in exchange for food marked the beginning of the enslavement of Africans in the thirteen colonies. When these Africans were purchased, the institution of slavery in Virginia and the status of these Africans was not yet clear. This allowed some Africans to take on the status of indentured servants, similar to white settlers.

In the early years of Jamestown, whites and blacks depended on each other for survival, as the settlements were under the constant threat from the Powhatan seeking to defend their territory. This co-dependence sometimes blurred the lines between the status of whites and blacks. Records reveal an extremely rare occurrence of an African named Anthony Johnson who worked to earn not only his freedom, but the opportunity to own a tobacco plantation. Anthony Johnson arrived in Virginia in 1621. He was one of five survivors of an attack by Powhatan warriors that killed 52 English colonists. Johnson married an enslaved woman named Mary. They worked to purchase their freedom and land. By the 1650s, they owned 250 acres of land used mainly for tobacco.

John Smith and John Rolfe were not the only ones who helped Jamestown survive. Realizing the Jamestown colony was failing, the London company decided to bring women over to Virginia. They realized that women would help stabilize the economy by making the men invest more in the colony and work harder to provide for a family. Women would help Jamestown colony survive.



About the same time women were brought to the colony, the Virginia House of Burgesses developed in 1642. The Virginia House of Burgesses was the first representative government in North America. Men voted for a "burgess" to represent them and vote for the laws they would want in their colony.

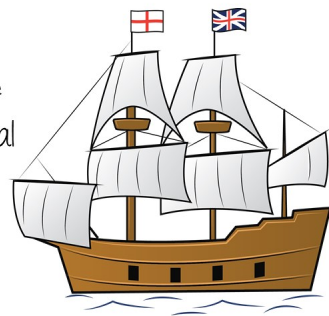
STOP and discuss:

1. How did John Rolfe help Jamestown survive?
2. How did tobacco both save and hurt the colony?
3. Describe the first Africans in Virginia. What is significant about the date 1619?
4. Why do you think women would be important in a settlement?
5. What was the first representative government in Jamestown?

Plymouth

In 1620, *The Mayflower* set sail for Jamestown, Virginia. Onboard were a group of English people who wanted to separate from the Church of England and practice their own religion freely. These people, known as Pilgrims, had suffered from religious persecution and were searching for a new life where they could follow their faith without interference from the government. These Pilgrims were only one-third of the people on the *Mayflower*. Their shipmates were mainly young men looking for adventure and for economic profit in the New World. These two groups of people had very different beliefs.

The Mayflower became lost at sea during a storm and ended up sailing farther north into what is present day Massachusetts. When the group realized they were not in Virginia and not under the laws and protection of Jamestown, they determined they must come up with an agreement or social contract on how they would all behave and live together in this new land. With no royal charter and no government official to lead them, the men of this ship agreed on laws called *The Mayflower Compact*. The *Mayflower Compact* set the precedent of self-government in the English North American colonies.



In the name of God, Amen. We . . . the loyal Subjects of our dread sovereign Lord King James . . . Having undertaken for the glory of God, and advancement of the Christian Faith, and honor of our King and Country, a Voyage to plant the first Colony in the Northern parts of Virginia; do by these presents solemnly and mutually, in the presence of God and one another, covenant, and combine ourselves together into a civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid . . . do enact . . . such just and equal Laws, Ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the Colony; unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the 11. of November, in the year of the reign of our sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini 1620.

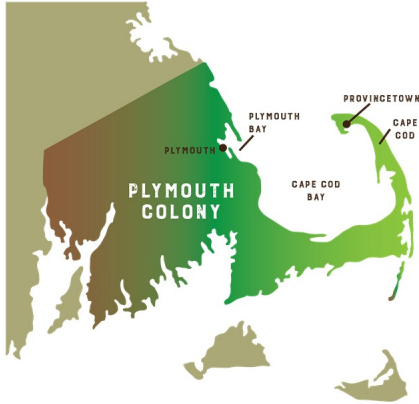
The *Mayflower Compact* would also lead to town meetings that continued the concept and practice of self-rule among the settlers. Self-government was important in the English colonies because of the vast distances between the Mother Country of England and the colonists living in North America. It could take months for new laws to travel to the colonists. This idea of self-government was a very important belief that spread throughout most of the colonies in North America.



and discuss:

1. Why did the Pilgrims found Plymouth?
2. What was the *Mayflower Compact*? What phrases from the *Mayflower Compact* show the concept of self-government?
3. Why do you think the concept of self-government would be important to the Pilgrims?
4. How else did Pilgrims govern themselves?

Plymouth



Living in Massachusetts was not easier than living in Jamestown. Since the Pilgrims ended up much farther north than Virginia, they experienced extremely brutal, cold and long winters. As a result of their location, more than half of the Pilgrim settlers died during the first winter due to inadequate shelter and lack of food. After this terrible winter, William Bradford, a Pilgrim leader, was elected to be governor and began to work with the neighboring Native Americans to help his people learn to farm and trade with different Native American nations for food. Massasoit, chief of the Wampanoag, signed a treaty with the Pilgrims and the two groups enjoyed a good relationship.

The Pilgrims relied on the Native American nations like the Wampanoag for survival. Squanto, who spoke English, taught the Pilgrims how to fertilize the farmland to grow crops. William Bradford described how Squanto helped the Pilgrims farm in the poor soil of Massachusetts, *he told them, except they got fish and set with it [corn seed] in these old grounds it would come to nothing. And he showed them that in the middle of April they should have store enough [of fish] come up the brook by which they began to build, and taught them how to take it, and where to get other provisions necessary for them. All of which they found true by trial and experience.* It was after Squanto's help and the agreement with Massasoit, the Pilgrims began to be successful in farming, fishing, trapping for furs.

As a result of a successful year with the help of their friendship with the Wampanoag, the Pilgrims held what would become thought of as Thanksgiving. This feast was to celebrate the blessings of food and freedom they had in this New World. (This did not officially become a national holiday until 1863 when Abraham Lincoln declared and set the date.)

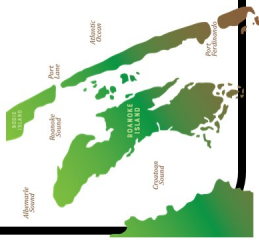


and discuss:

1. What hardships did the Pilgrims endure in Plymouth colony?
2. Why do you think the Pilgrims relied on the surrounding Native American nations?

Doodle Notes

Date Settled and Location

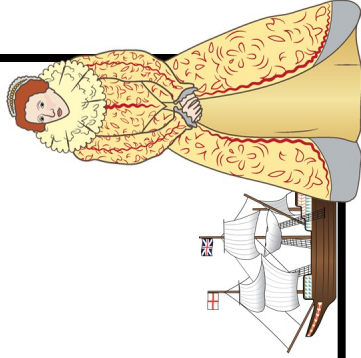


I am important because...

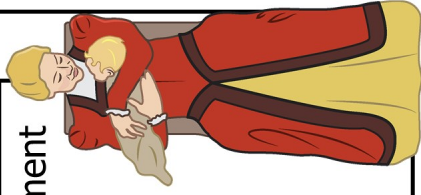


SIR WALTER RALEIGH

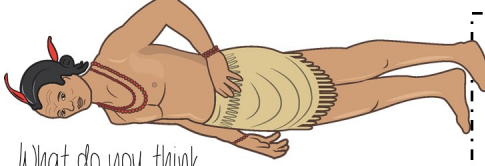
Funding the colony



Birth Announcement



What do you think happened???



ROANOKE

I can't catch a break! My problems include...



JOHN WHITE

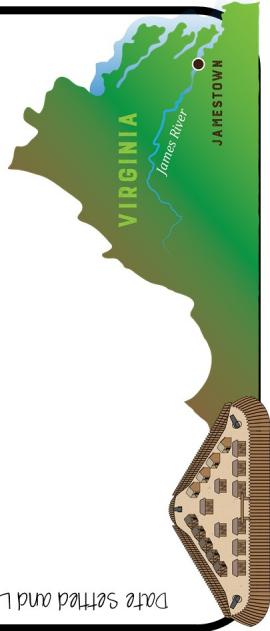
Top 3 most important things about Roanoke



Clues to the Mystery



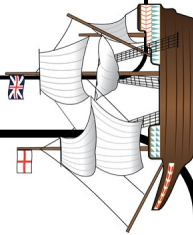
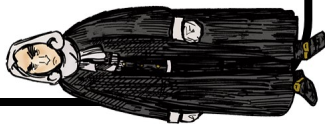
Date settled and Location



JOHN SMITH

I am important
because...

Government in Jamestown

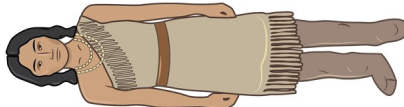


John Rolfe's Story

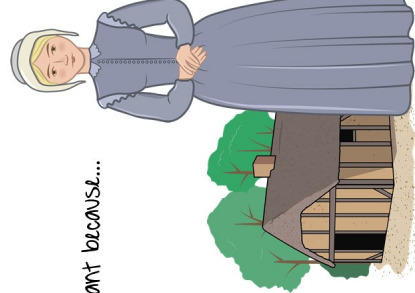


JAMESTOWN

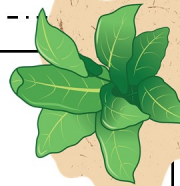
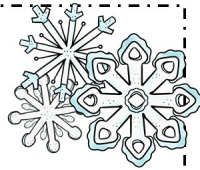
Relations with Native Americans



Women were important because...



The Starving Time



Lead to...

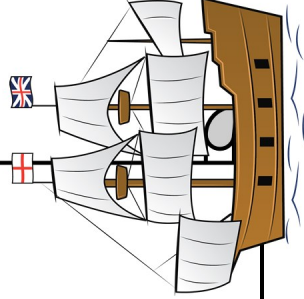
Tobacco in Jamestown



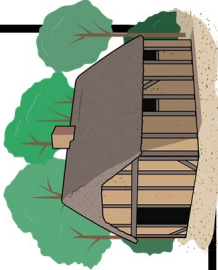
Top 3 most important things about Jamestown.



Mayflower Compact



Government in Plymouth



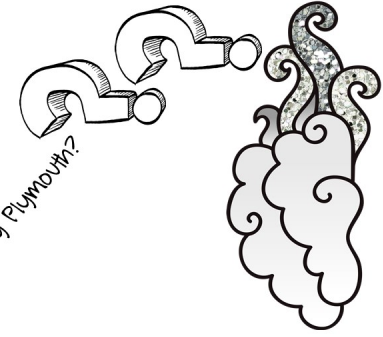
Date settled and Location



My name is William Bradford. I am important because...

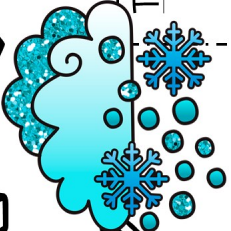


Why Plymouth?

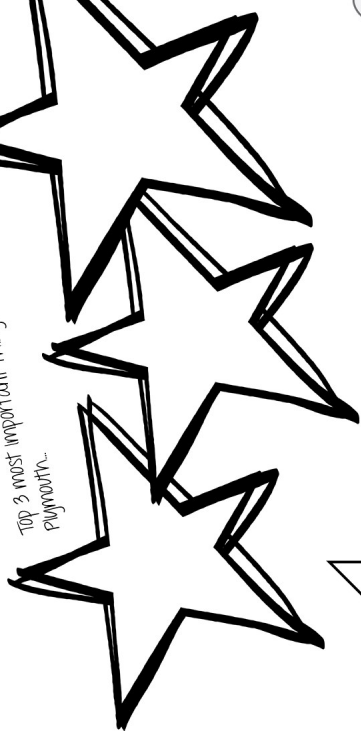


PLYMOUTH

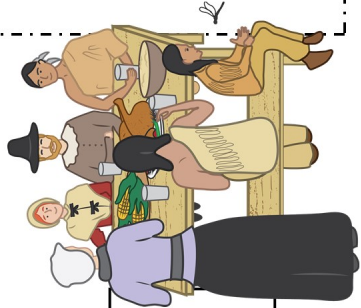
The Winter of 1620



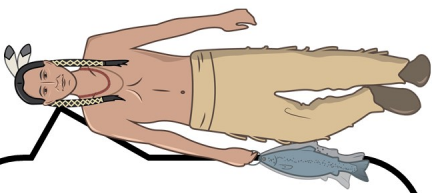
Top 3 most important things about Plymouth.



The First Thanksgiving



My name is Squanto. I am important because...



Primary Source Activities

Jamestown Primary Source Analysis

Answer the following questions after you have finished reading the primary source.

We came with our ships to Cape Comfort, where we saw five [Virginia Indians] running on the shore. . . . [After] rowing ashore, the captain called to them a sign of friendship, but they were at first very [fearful] until they saw the captain lay his hand on his heart. Upon that they laid down their bows and arrows and came very boldly to us, making signs to come ashore to their town, which [they call] Kecoughtan.

-George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606"

1. What is the date of this quotation?
2. How does Mr. Percy describe the interaction between the English and the Virginia Indians?

Our men were destroyed with cruel diseases . . . but for the most part they died of mere famine. . . . Thus we lived for the space of five months in this miserable distress. . . . It pleased God after a while to send [the Virginia Indians] which were our mortal enemies to relieve us with . . . bread, corn, fish, and flesh in great plenty, which was the setting up of our [weak and starving] men; otherwise we had all perished. Also, we were frequented by [many] kings in the country bringing us [supplies] to our great comfort.

-George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606"

1. What hardships are the men experiencing in Jamestown?
2. How did the Virginia Indians help the settlers at Jamestown?

Our captain caused a gentleman to discharge his [gun] soldier-like before [the Virginia Indian chief], at which noise he started, stopped his ears, and expressed much fear, so likewise all [of the Virginia Indians around] him. Some of his people being in our boat leapt overboard at the wonder [of this]. . . . [After telling him] that we never use this thunder but against our enemies, yea, and that we would assist him with these [guns] to terrify and kill his [enemies], he rejoiced the more; and we found that it bred better affection in him towards us.

-Gabriel Archer, "A Relation of the Discovery of Our River from James Fort into the Main, Made by Captain Christopher Newport," 1607-1617

1. What technology are the English settlers sharing with the Virginia Indians?
2. What impact do you think this technology will have on both the settlers and the surrounding Native American nations?

Jamestown Primary Source Analysis

Now all of us at James Town, beginning to feel that sharp prick of hunger which no man truly describe but he which has tasted the bitterness thereof, a world of miseries ensued as the sequel will express unto you, in so much that some to satisfy their hunger have robbed the store for the which I caused them to be executed. Then having fed upon horses and other beasts as long as they lasted, we were glad to make shift with vermin as dogs, cats, rats, and mice. All was fish that came to net to satisfy cruel hunger as to eat boots, shoes, or any other leather some could come by, and, those being spent and devoured, some were enforced to search the woods and to feed upon serpents and snakes and to dig the earth for wild and unknown roots, where many of our men were cut off of and slain by the savages. And now famine beginning to look ghastly and pale in every face that nothing was spared to maintain life and to do those things which seem incredible as to dig up dead corpses out of graves and to eat them, and some have licked up the blood which has fallen from their weak fellows. And among the rest this was most lamentable, that one of our colony murdered his wife,...and salted her for his food. The same not being discovered before he had eaten part thereof, for the which cruel and inhumane fact I adjudged him to be executed, the acknowledgement of the deed being enforced from him by torture having hung by the thumbs with weights at his feet a quarter of an hour before he would confess the same. . . .

- George Percy, President of Jamestown during the Starving Time (1609-1610)

Directions

Answer the following questions after you have finished reading the primary source.

1. When and where are these events occurring?
2. How did the settlers attempt to survive the "Starving Time"?
3. Why do you think the settlers ended up in this situation?
4. Should these settlers be praised or condemned for their actions? Why or why not?

- Edward Winslow, 1620, journal entry for the first year at Plymouth

Answer the following questions after you have finished reading the primary source.

1. What are the 5 reasons the settlers decided to stay at Plymouth?
2. What concerns were shared by both the settlers at Jamestown and the settlers at Plymouth?

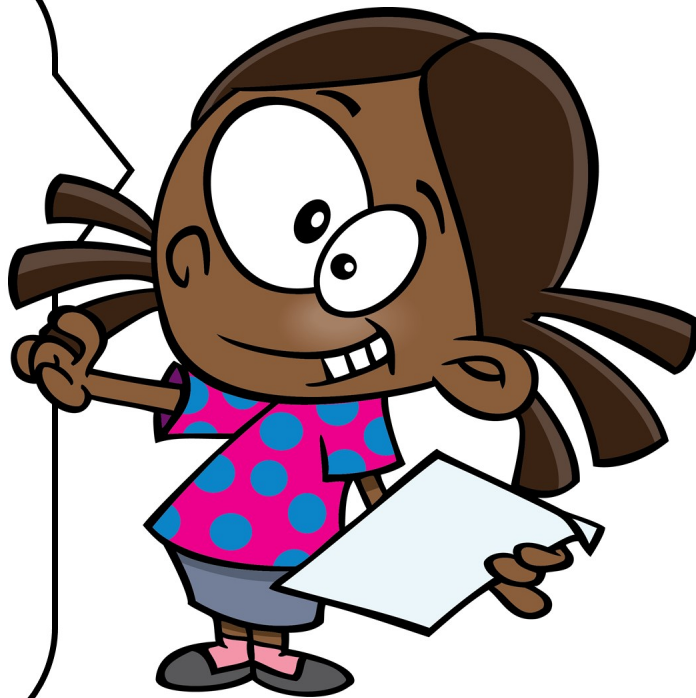
Processing Activities

Three, Two, One...

3 facts I Learned

2 personal thoughts

1 question I have



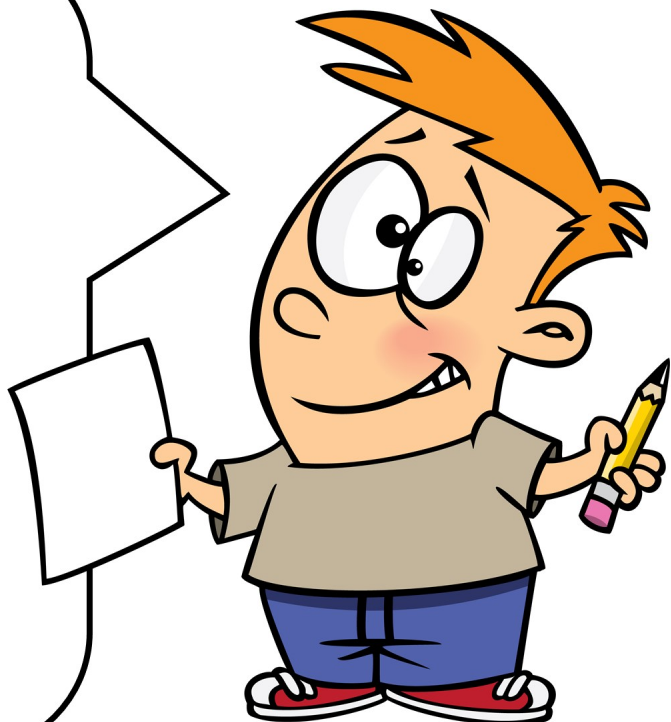
Social Studies Success®

Three, Two, One...

3 facts I Learned

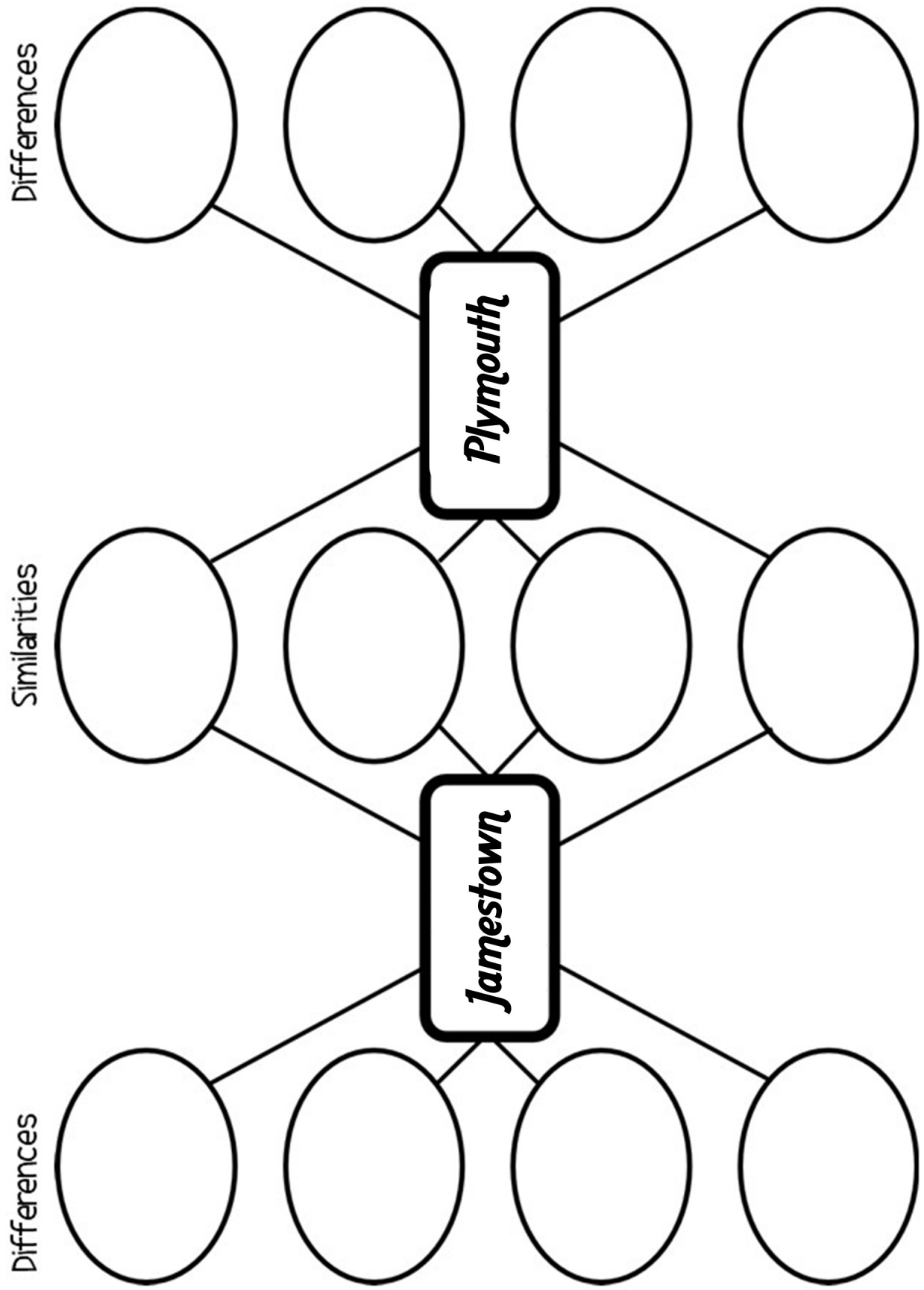
2 personal thoughts

1 question I have



Social Studies Success®

Directions: Complete the Double Bubble showing the similarities and differences between Jamestown and Plymouth.



Plymouth Act-It-Out



Directions: You will work in a small group to bring to life an image from the settlement at Plymouth. Your teacher will select one member from your group to play the part of your assigned character. A reporter will interview people from the images. Follow the directions in each section to create your act-it-out.

Step One: Circle the character your group has been assigned.

Native American (not pictured) child man woman

Step Two: Discuss the questions below. Make sure everyone in your group can answer each question so that everyone is prepared to be the actor. Note that not all of the questions are appropriate for your character.

- ~ Who are you? What is your name?
- ~ Why are you here in Massachusetts?
- ~ How has the arrival of the Pilgrims impacted your life?
- ~ What is your opinion of this event?
- ~ What do you think is going to happen in this new land?

Step Three: Discuss how the person who is chosen to perform can make the character come alive. Use visual and written information to brainstorm ways to make the characterization realistic. Make or collect simple props to use during the act-it-out.

Key



1587-Roanoke Island, Virginia

Date settled and Location



I am important because...
 against trading
 the colony in
 Virginia with
 a joint-state
 company.

Funding the colony
 Originally funded
 by Queen Elizabeth
 water funded by
 joint-stock

Birth Announcement
 Virginia Dare
 1587
 Roanoke Island
 1st a girl!

ROANOKE

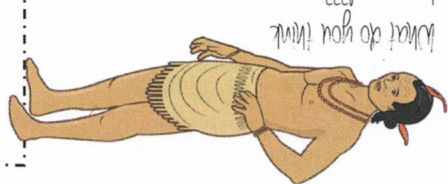
Answers will



I can't catch a break! My problems include...

- * running out of supplies on Roanoke Island
- * Can't get a ship back to America
- * colony has disappeared
- * Can't sail to Croatan Island

Answers will come

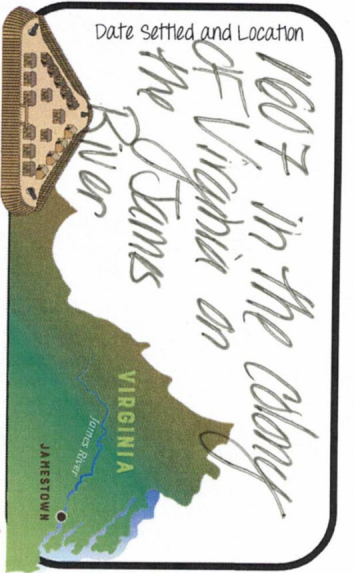


Clues to the Mystery

The farm Croatan carved into a post - but no cross

CROATOAN

Date Settled and Location



JOHN SMITH

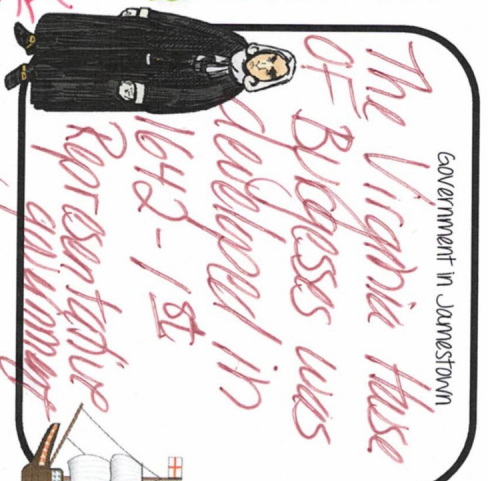
I am important because... I passed laws to save the colony

The 3 most important things about Jamestown.



JAMESTOWN

Government in Jamestown



John Rolfe's Story



Relations with Native Americans



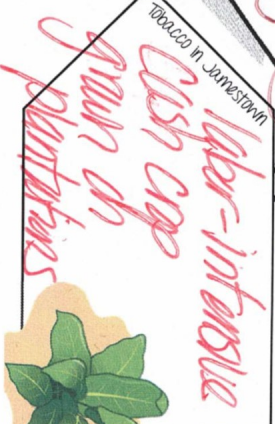
Women were important because...



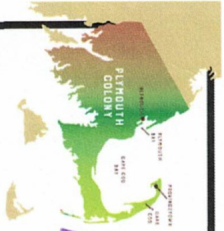
The Starving Time



Winter of 1649-1650 only 10% of the settlers survived. The mice and leather for food.



and old Africans brought by the Dutch started slave trade



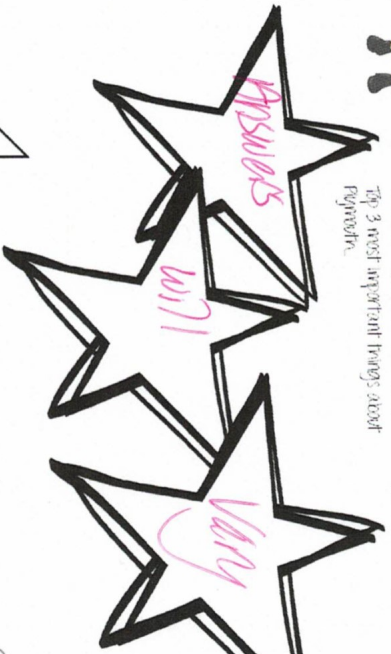
1620 in
Massachusetts

Date settled and Location



My name is William
Bradford. I am important
because...
*Created a
place to stay
with Native
Americans*

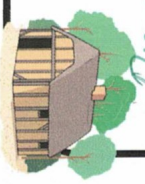
The 3 most important things about
Plymouth



PLYMOUTH

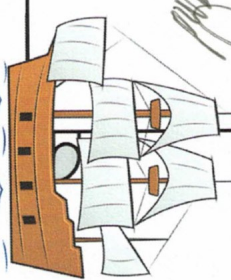
Government in Plymouth

*The signed the
Mayflower Compact-
the 1st document to
set up self government.
Also had town
meetings.*



Mayflower Compact

*Written in 1620
about the Mayflower.
signed just and
and 1620.*



The Winter of 1620



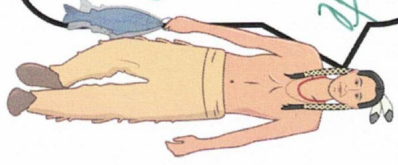
*More than
1/2 of the*

*Pilgrims died
from starvation
and lack of
shelter.*



My name is Squanto. I am
important because...

*I could communicate
with the Pilgrims.
I taught them
how to turn in
Native America.*

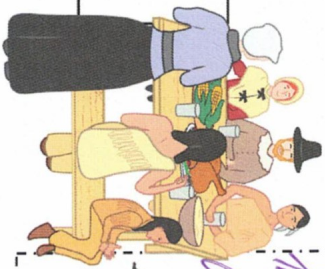


*The Mayflower
was blown off
a storm.*



The First Thanksgiving

*Was a celebration for
surviving their 1st year.*



Sheddy's Sketches

Answer the following questions after you have finished reading the primary source.

We came with our ships to Cape Comfort, where we saw five [Virginia Indians] running on the shore. . . . [After] rowing ashore, the captain called to them a sign of friendship, but they were at first very [fearful] until they saw the captain lay his hand on his heart. Upon that they laid down their bows and arrows and came very boldly to us, making signs to come ashore to their town, which [they call] Kecoughtan.
-George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606"

1. What is the date of this quotation?
2. How does Mr. Percy describe the interaction between the English and the Virginia Indians?

1606 – He said they were fearful until the captain laid his hand upon his heart.

Our men were destroyed with cruel diseases . . . but for the most part they died of mere famine. . . . Thus we lived for the space of five months in this miserable distress. . . . It pleased God after a while to send [the Virginia Indians] which were our mortal enemies to relieve us with . . . bread, corn, fish, and flesh in great plenty, which was the setting up of our [weak and starving] men; otherwise we had all perished. Also, we were frequented by [many] kings in the country bringing us [supplies] to our great comfort.
-George Percy, "Observations Gathered Out of a Discourse of the Plantation of the Southern Colony of Virginia by the English, 1606"

1. What hardships are the men experiencing in Jamestown?
2. How did the Virginia Indians help the settlers at Jamestown?

Famine and disease

They provided them food.

Our captain caused a gentleman to discharge his [gun] soldier-like before [the Virginia Indian chief], at which noise he started, stopped his ears, and expressed much fear, so likewise all [of the Virginia Indians around] him. Some of his people being in our boat leapt overboard at the wonder [of this]. . . . [After telling him] that we never use this thunder but against our enemies, yea, and that we would assist him with these [guns] to terrify and kill his [enemies], he rejoiced the more; and we found that it bred better affection in him towards us.
-Gabriel Archer, "A Relation of the Discovery of Our River from James Fort into the Main, Made by Captain Christopher Newport," 1607–1617

1. What technology are the English settlers sharing with the Virginia Indians?
2. What impact do you think this technology will have on both the settlers and the surrounding Native American nations?

Answers will vary

Now all of us at James Town, beginning to feel that sharp prick of hunger which no man truly describe but he which has tasted the bitterness thereof, a world of miseries ensued as the sequel will express unto you, in so much that some to satisfy their hunger have robbed the store for the which I caused them to be executed. Then having fed upon horses and other beasts as long as they lasted, we were glad to make shift with vermin as dogs, cats, rats, and mice. All was fish that came to net to satisfy cruel hunger as to eat boots, shoes, or any other leather some could come by, and, those being spent and devoured, some were enforced to search the woods and to feed upon serpents and snakes and to dig the earth for wild and unknown roots, where many of our men were cut off of and slain by the savages. And now famine beginning to look ghastly and pale in every face that nothing was spared to maintain life and to do those things which seem incredible as to dig up dead corpses out of graves and to eat them, and some have licked up the blood which has fallen from their weak fellows. And among the rest this was most lamentable, that one of our colony murdered his wife,...and salted her for his food. The same not being discovered before he had eaten part thereof, for the which cruel and inhumane fact I adjudged him to be executed, the acknowledgement of the deed being enforced from him by torture having hung by the thumbs with weights at his feet a quarter of an hour before he would confess the same. . . .

- George Percy, President of Jamestown during the Starving Time (1609-1610)

Directions

Answer the following questions after you have finished reading the primary source.

1. When and where are these events occurring?

Jamestown, during the winter of 1609-1610

2. How did the settlers attempt to survive the "Starving Time"?

By eating anything they could – dogs, cat, rats, shoes and even the remains of the dead.

3. Why do you think the settlers ended up in this situation?

Unprepared for life in the Americas

4. Should these settlers be praised or condemned for their actions? Why or why not?

Answers will vary

....Having thus discovered this place, it was controversial amongst us, what to do touching our abode and settling ether: some though it best for many reasons, to abide there.

As first, that there was a convenient harbor for boats, though not for ships.

Secondly, good corn ground ready to our hands, as we saw by experience in the goodly corn it yielded, which would again agree with the ground, and be natural seed for the same.

Thirdly, Cape Cod was like to be a place of good fishing, for we saw daily great whales of the best kind for oil and bone come close aboard our ship, and in fair weather swim and play about us...

Fourthly, the place was likely to be healthful, secure and defensible.

But the last and especial reason was, that now the hear of winter and unseasonable weather was come upon us, so that we could not go upon coasting and discovery, without danger of losing men and boat, upon which would follow the overthrow of all, especial considering what variable winds and sudden storms do there arise. Also cold and wet lodging had so tainted our people, for scarce any of us were free from vehement coughs, as it they should continue on in that estate, it would endanger the lives of many, and breed diseases and infection amongst us.

- Edward Winslow, 1620, journal entry for the first year at Plymouth

Directions

Answer the following questions after you have finished reading the primary source.

1. What are the 5 reasons the settlers decided to stay at Plymouth?

Harbor

Corn

Fishing and whaling

Defensible

Needed a place to settle

2. What concerns were shared by both the settlers at Jamestown and the settlers at Plymouth?

Food – surviving in a harsh new environment

Relations with Native Americans



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About the Author

For more than 25 years, I have brought my love of Social Studies to teachers and students. My journey includes a variety of roles - classroom teacher, instructional coach, curriculum coordinator, university professor, and professional development trainer. Working with middle school students has been one of the highlights of my career.

After thirteen years in the classroom teaching 7th and 8th grade history, I transitioned into the role of an instructional coach at a high school campus. This window into other teachers' classrooms motivated my inner calling to improve social studies instruction. I realized how important quality teachers are in changing the way students learn history.



My next step was to central office. I served a district of over 55,000 students as a Social Studies Coordinator. My goal of improving Social Studies instruction continued as I worked with over 600 K-12 Social Studies teachers to implement transformative Social Studies education.

In my current role, I provide professional development, consulting services and resources to Social Studies teachers. Research into best practices is embedded into all of my resources. I want every child to understand the importance of Social Studies in their life - and every teacher to have the tools to reach them.

You can reach me at

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Dawn