Jamestown Unit Study
for 4th - 8th grade

Using the Book...

James Towne:
Struggle For Survival
written by Marcia Sewall

Unit Study
by Stephanie Harrington
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How to Use this Unit Study:

This unit study is a week long unit on Jamestown for 4th to 8th graders. Please adapt the activities for your students ability. The focus is primarily on the settlers' struggle to survive. The book *James Towne, Struggle for Survival* by Marcia Sewall is the “spine” from which all subjects and topics of learning expand and build upon.

The unit study is broken down into five days of study. Each day covers all basic subjects except mathematics, so you’ll want to add math for the day. These subjects are covered daily: Reading and Comprehension, Grammar, Spelling, Vocabulary, History, Geography, Map Skills, Timeline, and Science and Archeology, as they apply to Jamestown in this study. Some days offer additional subjects such as Art on Day 4. After each day an optional hands on activity is given which somehow reinforces the lessons for that day.

At a Glance Summary:

Day 1: Settlers' Voyage, Arrival and Early Struggles– *Emphasis: Historical*
Day 2: Settlement and Problems– *Emphasis: Science*
Day 3: Forts Needed Supplies and Materials– *Emphasis: Grammar and Archeology*
Day 4: John Smith and The Natives– *Emphasis: Character Study and Art*
Day 5: The Starving Times– *Emphasis: Law and Government*

This study contains internet links and multiple sections which require the internet for research and additional learning activities. Therefore it is recommended that you have internet access. A list of resources and links are on the last page.

For worksheet pages not located in the *Lesson Plan* section, see the last section of the PDF labeled *Resources* for vocabulary worksheet, timelines, maps, etc. to be used with the lessons.
Lesson Plans:
Day 1: Read pg. 4-11
A Slow Beginning

Language Arts:

Use this Spelling List for the Week or select your own:

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<tr>
<td>Jamestown</td>
<td>council</td>
<td>passengers</td>
<td>mosquito</td>
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<tr>
<td>struggle</td>
<td>sailor</td>
<td>Virginia</td>
<td>firearms</td>
</tr>
<tr>
<td>survival</td>
<td>settlement</td>
<td>gentlemen</td>
<td>utensils</td>
</tr>
<tr>
<td>voyage</td>
<td>brackish</td>
<td>accompanied</td>
<td>ammunition</td>
</tr>
<tr>
<td>exploration</td>
<td>discover</td>
<td>archeology</td>
<td>providence</td>
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Reading-

Read to your student or have them read to you pages 4-11 in James Towne: Struggle for Survival by Marcia Sewell. Then discuss the reading comprehension questions below. Prepare your student for older English language usage in the narration. Explain that the story is being told in the 1st person perspective of a 17th century Englishman, a carpenter from Lancashire.

Comprehension Discussion Questions-

How many ships were there on the voyage to Jamestown? What were their names? (3; the Susan Constant, God Speed, and Discovery)

Who was the Captain Newport? (Captain of Susan Constant, Admiral of the Jamestown “fleet”)

How many passengers were there? (105 men, 4 boys)

What type of men were they? (Gentlemen mostly, a few were sailors or other tradesmen)

At this point, do you think they are well equipped/ prepared for this voyage and to plant an outpost in the new world? Why or why not? (Answers will vary)

What type of animals did they bring? (goats, hogs, chickens)

What was in the three sealed boxes that each ship contained? (Names of leaders chosen by the King’s Council of London) Why in all three? (in case of not all ships making it)

What kind of tradesman was the narrator? (a carpenter)

What were the settlers really on a quest for? (riches from the Orient)

When the settlers first arrived and went out to explore the bay, what happened due to “lingering unwisely”? (They were attacked by natives.)

On page 10 the contents of the sealed box is revealed. Who was selected as president, and what five things were the settlers instructed to do? (Edward Maria Wingfield; not to offend the “naturals” but convert them to Christianity.)
Spelling Practice-
First point out to the student how today's spelling of Jamestown varies from the old way: Jamestowne- sometimes spelled in two words as in our Book's title. Note that the author uses old language in the story. Throughout the study you may like to compare the old spellings to the new ones especially in quotations.

Have your child read aloud to you and write each spelling word once. Discuss any words they do not know the meaning for.

Vocabulary-
Use the glossary on page 39-40 to define these terms for today. You can have your child use the vocabulary worksheet, end of packet, to fill in the meanings.
1. tuftaffety
2. providence
3. hold
4. Orient

Grammar/Usage-
Use the note-booking pages in Day 4 (you'll need to print it twice) or have your child write the following dictation, found on pg. 18, in a notebook. (If it's too difficult you can use it as copy work.)

Supply ships were to be our lifeline to England. They plied the ocean carrying more settlers, firearms and ammunition, tools, utensils, food and seed, clothing, and messages from home. And they returned to England carrying beaver and otter skins, pitch and tar, soap ash, clapboards, sassafras, and “gilded dirt,” and, in time, glass, which we labored to make. Onboard, too, were homesick letters to our families.

History and Geography:
Today for history just familiarize yourselves with Jamestown Fort. There is a wonderful interactive feature on the National Geographic Website. It discusses both the Jamestown settlement and the Powhatan Indians. But today spend your time exploring Jamestown Fort only. We will be back to explore the Powhatans on day 4. National Geographic Feature:
http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone

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Map Skills-
Map the following on Map 1 (end of PDF):
- Canary Islands
- West Indies
- Atlantic Ocean
- Route taken from England by Jamestown settlers to Virginia

Timeline- (See back of packet or use your own)
Plot these events on your timeline:
- 20 December 1606 – Departure from England
- Depart from West Indies on 10 April 1607
- Land is spotted- 26 April 1607
- 29 April 1607 –name Cape Henry

Science:
Pg. 8 discusses leaving the West Indies going north following the gulf stream. What is it? It is a powerful, warm, and swift Atlantic Ocean current that originates at the tip of Florida, and follows the eastern coastlines of the U.S. And Newfoundland before crossing the Atlantic Ocean. Where is it? Draw it on Map 1. Discuss how and why it helped the settlers?

Archeology Study
Let’s Dig Deeper... Did you know that despite previous archeological searches, know one knew for sure where the remains of Jamestown Settlement was until in 1994 a map was found to give the location of the fort. New excavations began began April 4, 1994 taking archaeologists only 2 1/2 years to prove they found the remains of Jamestown. They are still uncovering things today!

Optional Activity:
Use pg. 40 of the book to find information about the ships on the Jamestown Voyage. Label each ship and fill in their stats on the activity sheet on the following page. Then learn about the replica ships at the Jamestown Museum.

How do the replica ships compare with the real ones?
Optional Activity: The 3 Ships Activity
The Susan Constant, The God Speed, and The Discovery

Length ______
Height: ______
Weight: ______
Passengers:_____
Crew:_______

Length ______
Height: ______
Weight: ______
Passengers:_____
Crew:_______

Length ______
Height: ______
Weight: ______
Passengers:_____
Crew:_______
Day 2: Read

The Settlers' Struggle

Language Arts:

Reading-
Read or have your child read to you, pages 12-16 in James Towne: Struggle for Survival by Marcia Sewell. Then discuss the reading comprehension questions below.

Comprehension Discussion Questions-
With Captain Newport and more men gone, and guns in fat because of humidity, what happened? (The Natives attacked and many were killed)
The settlers found they had chosen to settle on the natives hunting grounds. Do you think now that the settlers are prepared? How did they first scare off the Native Americans and what gift did the natives bring on their return? (with cannon fire, venison)
After the attack, many were injured and some killed, what did the settlers build very quickly? (a palisade or fortress)
Why did the men not work? (many were gentlemen and not accustomed to it, others were tradesmen but not for the skills they needed there, others would rather wait for supply ships)
What happened to the food supply? (the voyage was longer than expected and food was running out, it also got spoiled and was wormy)
What does the narrator mean: “we were not seasoned to the country”? (the men were not used to the heat and mosquitoes, plus they had no experience with the terrain)
What terrible conditions resulted in the death of almost half the colony? (poor food, no fresh water, illness and injury, disease and mosquitoes)
When did they bury the dead? Why do you think this was? (at night so as not to be seen by the Indians that so many were dying)

Spelling Practice-

Review each spelling word. Either have your student write sentences for half the words showing they know how to use the words in context, or quiz them verbally on each word. Another option is to have them create their own crossword puzzle using the spelling words.
Vocabulary-
Use the glossary on page 39-40 to define these terms for today. Have your child use the vocabulary worksheet in this packet to fill in the meanings.

5. shallop
6. fathom
7. werowance
8. venison
9. palisade

Grammar/Usage-

Today, have your child check their writing from yesterday (dictation below) found in the book on page 18. Tell them to correct misspellings, make sure they have all commas placed properly, capitalization and punctuation used correctly, and have them locate the beginning and ending of all four sentences.

Supply ships were to be our lifeline to England. They plied the ocean carrying more settlers, firearms and ammunition, tools, utensils, food and seed, clothing, and messages from home. And they returned to England carrying beaver and otter skins, pitch and tar, soap ash, clapboards, sassafras, and “gilded dirt,” and, in time, glass, which we labored to make. Onboard, too, were homesick letters to our families.

History and Geography:

Who is Bartholomew Gosnold?

A less known figure but very important is Bartholomew Gosnold. Gentleman, original settler, and Captain of the God Speed. He was a very important leader and investor in Jamestown. He is believed to be the one buried just outside the fort and one of the few settlers to be given a proper burial. (So many were dying that a proper burial was impossible.) The fact that this was done very ceremoniously and in a distinct location leads us to believe that he was a most prominent figure to the colonists and an important person. To read more about the search to identify the Captain as Barthomew Gosnold read:

Map Skills-
*Note a wonderful map of the Chesapeake on the back of the book.
Use it to label the following on Map 2 (located at end of PDF):
   Jamestown
   Chesapeake Bay
   James River
   Cape Henry

Timeline-
Plot these events on your timeline:
13 May 1607 – settle at Jamestown (James Fort)
21 May 1607 – Captain Newport goes to explore the river
September 1607- half the colony has dies, including most leadership and
significant leader Bartholomew Gosnold.

Science- Optional Activity:

Today lets take note of the poor conditions that made survival in just the
first six months at Jamestown difficult. Probably the single most problematic
factor in the illness of the settlers was the lack of good water. The water was
brackish (a spelling word), or salty. What other factors played a role?
What effects do they have on the human body? What effects did they have
on their morale and the settlement? Give your student a few minutes to
work on the Activity Worksheet on the next page, matching each problem
the settlers had with one of the categories that made survival at Jamestown
nearly impossible. Discuss the answers. Some problems fit with more than
one category so I gave them extra spaces on the chart. Have them explain
their reason for their selection.
## Optional Activity: The Science of Survival

<table>
<thead>
<tr>
<th>Lack of Good Water</th>
<th>Lack of Food</th>
<th>Poor Environmental Conditions</th>
<th>Illness and Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

* Cut each problem the settlers had below and paste them above in the column where it belongs. Some items can fit in more than one column.

<table>
<thead>
<tr>
<th>Inadequate medical treatment</th>
<th>Quarreling among the settlers</th>
<th>Dehydration</th>
<th>Dysentery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosquitoes</td>
<td>Poor and limited shelter</td>
<td>Extreme Heat and Cold</td>
<td>Malnutrition</td>
</tr>
<tr>
<td>Salt water poisoning</td>
<td>Fever</td>
<td>Not keeping clean enough</td>
<td>Infection</td>
</tr>
<tr>
<td>Depression</td>
<td>Drought</td>
<td>Wormy Grain</td>
<td>Threat of attacks from native</td>
</tr>
<tr>
<td>Lack of Good Water</td>
<td>Lack of Food</td>
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<td>Illness and Disease</td>
</tr>
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</tr>
<tr>
<td>Dehydration</td>
<td>Wormy Grain</td>
<td>Mosquitoes - can also go under illness</td>
<td>Inadequate medical treatment</td>
</tr>
<tr>
<td>Drought-no rain water, can also go under lack of food.</td>
<td>Malnutrition</td>
<td>Threat of attacks from natives</td>
<td>Fever</td>
</tr>
<tr>
<td>Salt water poisoning</td>
<td>Quarreling among the settlers</td>
<td>Not keeping clean enough - could go under lack of clean water too</td>
<td></td>
</tr>
<tr>
<td>Dysentery - can also go under illness</td>
<td>Extreme Heat and Cold</td>
<td>Infection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor and limited shelter</td>
<td>Depression - can also go under environmental</td>
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</tbody>
</table>

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Day 3: Read pg. 18-23

Supplies

Language Arts:

Reading-
Read or have your child read to you, pages 18-23 in James Towne: Struggle for Survival by Marcia Sewell. Then discuss the reading comprehension questions below.

Comprehension Discussion Questions-
There are 3 rounds of supply ships. What types of things are in them? (These things will be discussed in detail for the grammar lesson today. So just discuss these briefly.)
Which captain is mostly involved in heading the voyages back and forth to England? (Christopher Newport)
What other objective does he have? (to search the Americas for wealth and any route to the South Seas)
After the colony is nearly extinct, on June 8, 1609 a third supply arrives with how many passengers? (600)
In the winter of 1608, after the second ship had arrived, what breaks out in the frozen village? What things are lost? (fire; lives of elderly and those with out good shelter, many supplies, and the fort is damaged)
What happened to the leadership in the first year? Who filled the much needed position as leader? He wasn't a gentleman, what was he? Why might this be a good thing? (leadership died and/or shifted many times, finally 10 September, 1608 Captain John Smith was elected President of the Council for Virginia; He was a soldier whose experience with survival, discipline, and defending will help the colony.)
What things began to improve once he was elected? (discipline was set in place and order was regained, men set to work rebuilding, fields were planted, guards were put in place, etc.)
Which ship brings the first women spoken of? (The Mary and Margaret)

Spelling Practice-
Review each spelling word again today. Either continue have your student write sentences for half the words showing they know how to use the words in context, or quiz them verbally on each word. If they are working on their own crossword puzzle using the spelling words, just have them complete it.

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Vocabulary-

Use the glossary on page 39-40 to define these terms for today. Have your child use the vocabulary worksheet in the back of this packet to fill in the meanings.

10. sassafras
11. clapboards
12. blockhouse
13. thatch
14. soap ash

Grammar/Usage-

Today's reading began with our dictation selection. Discuss the following with your student.

Supply ships were to be our lifeline to England. They plied the ocean carrying more settlers, firearms and ammunition, tools, utensils, food and seed, clothing, and messages from home. And they returned to England carrying beaver and otter skins, pitch and tar, soap ash, clapboards, sassafras, and “gilded dirt,” and, in time, glass, which we labored to make. Onboard, too, were homesick letters to our families.

In sentence one: What does it mean that the supply ships are the lifeline to England? (they were the source of much needed supplies to stay alive, connecting them to England)

In sentence two: Have your student look up the definition of the word plied unless they know it. Purposely let them use their dictionary skills here. (to supply something)

In sentence two and three: Look at the list of supplies the ships contained. Discuss the use of commas here as used in lists. Point out that certain things that go together are listed together with <and> between them. Explain that because they go together they are counted as one thing and that this is still just one big list. The same is true of sentence three.

They are: firearms and ammunition
food and seed
beaver and otter skins
pitch and tar

Make sure they understand how/why they go together. How does this make the language seem more interesting? (it creates a pattern, it sounds more appealing because it adds variety and expression)

Sentence two: lists what the settlers received from England.
Sentence three. **discusses the list of things that were sent back to England. Notice the term “gilded dirt”. Discuss it’s meaning and why they would send ornate dirt back to England.** (Gilded means to be ornate; it's fools gold—they thought the dirt was gold or contained some gold and was valuable. It was most likely just a type of mica.)

Discuss the use of commas (**and, in time, glass**) this time for separating words to indicate that you should pause when reading. In history today we will learn more about why the settlers labored to make glass.

In sentence four. **Onboard is a compound word meaning carried within; review rules for the homophone: to, two, too. Make sure your student knows which way it's used here, meaning also. Discuss the placement of the word too, and why it's separated with commas.**

**History and Geography:**

In today’s grammar lesson it’s discussed what things the settlers sent back to England. Did you know that the settlers tried to make glass as an attempt in finding a profitable industry for their economy? You can read about the glass:

http://www.nps.gov/jame/planyourvisit/glasshouse.htm

What other attempts were made to find a source of income for the settlers? (lumber, soap making products, shipbuilding products, silk, wine—all these failed; they had some success with the fur trade)

What product was finally produced and became the successful basis of their economy? (Tobacco) Learn more about the Jamestown Economy with these resources:


http://historyisfun.org/jamestown-economy.htm

**Timeline**

Plot these events on your timeline:

22 June 1607- Captain Newport returns to England
October 1607- First supply reach Jamestown
2 January 1608- Second supply, 80 passengers, first women arrive
7 January 1608- Fire burns the fortification
10 September 1608- Captain John Smith is elected President
8 June 1609- Third supply departs, 9 ships bring supplies and 600 new people to settlement
Map Skills- Through More Archeology Study

Let's Dig Deeper...

Did you know that Jamestown is the richest archeological site in the United States today? To give your child an idea of how the fort really looked and to see what archeologists have uncovered, go to the link below to interactively explore the real set up of the Jamestown Settlement. *Note how the shore line has changed over time. See for yourself what archeologists are uncovering still today!

The excavation map-


Optional Activity-

Applying what they've learned:

Your child/student may like to draw their own map of the Jamestown Settlement to include in their study. An optional activity sheet is provided on the next page.

You can also see the outline of the fort in Map 4 of this packet- explain that the flag looking part is an extension of buildings or gardens outside the palisade of the fort. The map is a view from the sky.
Optional Activity: Mapping the Fort
Day 4: Read pg. 24-29

John Smith and the Natives

Language Arts:

Reading-

Read or have your child read to you, pages 24-29 in *James Towne: Struggle for Survival* by Marcia Sewell. Then discuss the reading comprehension questions below.

Comprehension Discussion Questions-

What qualities or experience did John Smith have that helped Jamestown survive? Describe his character. (He was a soldier, had experience exploring, wrote about his experience, was willing to risk his life to barter with the natives; he was boastful but courageous and made things happen.)

While Captain John Smith was exploring the Chickahominy River, he was captured by the Pamunkey tribe. What item did he use to “enchant” them. Why did the Indians think it magical? (A compass, the natives thought it was magical because they did no understand how the arrow worked or why it worked - how did it always point to one star?)

What other things did Smith do and show the Indians that amazed them? (He told stories about the universe and made “paper talk” - the natives had no written language. Smith wrote that they were also very interested in their ships, sailing, science of the earth and skies, and of religion.)

Who was the chief of the Powhatan? What were his concerns? (Wahunsonacock; were the English here to stay and why were they here?)

Recall one situation where Pocahontas, the chief daughter, saves Smith's life. (see pg. 26)

How does the friendship between the Pocahontas and Smith help Jamestown? Without Smith, do you think Jamestown would have survived? Why or why not? (It leads to peace for a time between Jamestown and the Powhatan; other answers will vary.)

What things did the settlers barter with? (tools, guns, beads, and bells)

The narrator talks about wasted time doing what? (searching for gold) In contrast, what does John Smith do to keep the settlers alive through the winter? (barter with the Indians for corn.)

How long was Smith President? Why does he return to England? (one year, he returns because of injury.)

Spelling Practice-

Today review and study the spelling words; if you like you can test your child/student tomorrow on the list. Finish anything left to finish from your chosen activity for Day 2 and 3.
**Vocabulary-**

Use the glossary on page 39-40 to define these terms for today. Have your child use the vocabulary worksheet in the back of this packet to fill in the meanings.

15. barter
16. salvages (see quote on pg. 29)

**Grammar/Usage-**

The language used in this book reflects the language of the 17th century settlers. How does this set a realistic tone and make the narration seem very believable? This is meant to make you feel that you are hearing the story told from a settler himself, perhaps a survivor. Do you think the author accomplished this? Look at the following words and discuss their meaning in context.

oftimes- pg. 24
goodly-pg. 24
thence- pg. 26
hereabouts- pg. 26

Explain the phrases: “in extreme weather put to shore”
“which they esteemeth most”

**Optional Activity-**

On the next page you will find a notebooking page. Review the characters from page 38. Choose one character from the book. Write a narrative paragraph from that settlers perspective, or create a fictional character, describing a day or event at Jamestown. If desired, use some of the old language above or found elsewhere in the book. Afterward you can draw what your character looks like.

**History and Geography:**

Today for history familiarize yourselves with Powhatan Indians. Explore the Indian village and how they lived. Return to the National Geographic Feature:

http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone

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Optional Activity: Character Narration
Timeline-

Plot these events on your timeline:
2 Dec 1607- Captain Smith is captured
2 Jan 1607- Captain Smith is returned to Jamestown
September 1609- John Smith is injured and returns to England.

Below is a good summary timeline which gives a series of Jamestown events as they relate to Pocahontas.
http://www.pbs.org/wgbh/nova/pocahontas/jamestown.html

Map Skills-

*Note a wonderful map of the Chesapeake on the back of the book.

Use it to label following on Map 2 (located at end of PDF):
Chickahominy River
Werowocomoco (Powhatan Chief's Village)

Science—Archeology Study

Let's Dig Deeper... Have you ever wanted to be a treasure hunter? At Jamestown they have found all kinds of treasure!

Please take a few minutes and view what artifacts have been found.

Character Study with Art:

Whose picture is on the cover of our book? (John Smith) It was taken from portraits painted of him. The author of the book is also the illustrator. View the links below featuring artwork of Pocahontas. Most of these works of art are what we call a portrait, Painting or drawings of what a person looks like. Read the information for each of the artistic interpretations of what Pocahontas was like. Which one is the most historical? Why was she wearing English clothing in some of these? What do you think she was like?

Pocahontas- (printable)

*optional- student draws or paints his/her own portrait of Pocahontas or John Smith. If your making a notebook or binder this might make a wonderful cover page.
Jamestown Character Portrait:
Day 5: Read pg. 30-36

The Starving Time

Language Arts:

Reading-

Read or have your child read to you, pages 30-36 in James Towne: Struggle for Survival by Marcia Sewell. Then discuss the reading comprehension questions below.

Comprehension Discussion Questions-

At this point in the story, how many years had passed? (2)

Had there been any success? (no)

With a new charter drawn up and signed by the King, what were the settlers to receive? (A new governor to replace the president, supplies, and more settlers- this time with women and children.)

In August some of the fleet arrived, with 400 people, their supplies dwindled. This did not help the settlement, instead what happened? (The situation worsened with many more mouths to feed, hundreds trying to live on food for a few. People starved to death and were wounded by the Indians.)

What terrible thing did some resort to? (Eating the dead.)

How many survived the starving time? (only 60 people)

Why didn't the governors ship, the Sea Venture, arrive? (The fleet was caught in a storm and was split up, it was foundered on Bermuda where two new ships were built.)

Two small ships finally did arrive carrying 150 to include two knights. How did they describe what they found at Jamestown? What did they decide to do? (They saw “Anotamies Crying Outt”. One way to explain this is that they were on the brink of death, their bodies showing starvation. They also found only 16 days food and the fort in disrepair; They decided to go home and abandon the settlement- it being hopeless.)

At the last minute who arrived and with what? (The governor, with 300 healthy passengers and supplies for one year.)

Spelling-

Quiz or test your child/student on spelling words today.

<table>
<thead>
<tr>
<th>Jamestown</th>
<th>council</th>
<th>passengers</th>
<th>mosquito</th>
</tr>
</thead>
<tbody>
<tr>
<td>struggle</td>
<td>sailor</td>
<td>Virginia</td>
<td>firearms</td>
</tr>
<tr>
<td>survival</td>
<td>settlement</td>
<td>gentlemen</td>
<td>utensils</td>
</tr>
<tr>
<td>voyage</td>
<td>brackish</td>
<td>accompanied</td>
<td>ammunition</td>
</tr>
<tr>
<td>exploration</td>
<td>discover</td>
<td>archeology</td>
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Vocabulary~
Use the glossary on page 39-40 to define these terms for today. Have your child use the vocabulary worksheet in the back of this packet to fill in the meanings.

17. charter
18. pinnace
19. hardtack
20. founder

Grammar/Usage~
Have your child write the dictation today on his own and remind him to be careful where to place the commas. You dictate while your student writes.

History and Geography:
Jamestown's government began with the London Company, a group of investors under the Virginia Company governed by the King's council. Which King was that again? (Have your child find the answer on pg. 13, be sure they remember that after all, Jamestown was named for him.) If there is time you can watch: King James I Videos. If you have to choose only one-watch Episode V on Jamestown.

At first Jamestown had leadership with selected presidents, one of which was John Smith who instituted martial law. Then later with the second charter they had an appointed governor. Finally in 1619 a general assembly was formed and was the first representative government in the new world, later becoming a model for other colonies. Read or watch and discuss the following with your student:

Martial Law at Jamestown
Beginning of Representative Government.
Jamestown was the first successful settlement in America, even before Plymouth. It became the first model of Government for Virginia, and for other colonies.

On pg. 22 the author quotes John Smith saying, “He that will not worke shall not eat.” Do you know what government model John Smith is applying? (Moral Law, that of the early Christians) See 2 Thessalonians: 10-13

Optional Activity-John Smith Chore Chart
Use the chore chart on the following page if desired to have your child/student apply what they have learned about doing their part. Have them choose three jobs to do each day to help their family. Enter them in the top row. Then check them off as they are completed each day.

Timeline-
Plot these events on your timeline:
23 May 1609- Second Charter
24 May 1610- Patience and Deliverance, two small ships carrying 150 passengers, arrive one year after departure with the fleet.
7 June 1610- ready to abandon Jamestown, the settlers anchor at Hog Island. (The next morning the hear news of the remaining fleet and their new governor.)
9 June 1610- the new Governor, Lord de la Warr, arrives with supplies for a year and 300 passengers

Map Skills-
Map the following on Map 1 (located at end of PDF):
Bermuda
## Optional Activity - John Smith Chore Chart

### Help Your Family by Doing Your Part

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Vocabulary Sheets:
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Resources:
Plot dates and events on this timeline as desired.
Map 2: Chesapeake Bay

Map the following: *Chickahominy River
*Jamestown  *Werowocomoco
*Chesapeake Bay
*James River
*Cape Henry
The reproduced maps in this packet are in the public domain, either because the copyright has expired or they are in the creative commons.
Extending Your Learning- Suggested Reading:

- The World of Captain John Smith- Genevieve Foster
- A Lion to Guard Us- Clyde Robert Bulla
- The Double Life of Pocahontas- Jean Fritz
- Pocahontas and the Strangers- Clyde Robert Bulla

The Very Best Internet Resources For Jamestown-

Jamestown Settlement Museum Official Website
Historic Jamestown Official Website- Archeological Study
National Geographic Interactive Jamestown Videos, Games, and more
National Geographic Kids- John Smith Adventure Game
National Parks- Jamestown

Study Guide Internet Link Index- In order of Appearance:

Gulf Stream: http://www.weatheronline.co.uk/reports/wxfacts/North-Atlantic-Drift-Gulf-Stream.html
Artifacts found: http://apva.org/rediscovery/page.php?page_id=68
Images of Pocahontas: http://www.pbs.org/wgbh/nova/pocahontas/lege-nf.html
King James Video: http://www.historyisfun.org/king-james.htm

Other Video links and recommendations:

Pocahontas Adoption Ritual-Saving the life of John Smith

Videos of Jamestown: http://www.historyisfun.org/quadracentennial-minutes.htm
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