

**TEACHING AMERICAN HISTORY PROJECT**  
***Lesson Title - Jamestown According to John Smith***  
***From Jessica Cooley***

Grade –5

Length of class period – 45 min.to 1 hour

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What was life really like for the colonists of Jamestown?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will identify what really happened in Jamestown according to the point of view of John Smith.

Students will takes notes of what happened in either 1608 or 1609 and write a summary in their cooperative group with a corresponding illustration.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- Excerpts from your own textbook or use the ones in the PowerPoint
- Chart Paper
- Notes page
- Two excerpts of John Smith's England's First Enduring North American Settlement from Digital History
- PowerPoint with video clips from Discovery Education (used with permission)
- Exit Card

Activities (What will you and your students do during the lesson to promote learning?)

1. Start with the PowerPoint initiation. Students will let me know the basic facts our textbook and discovery education has covered about Jamestown. (You may insert your own textbook facts into the PowerPoint)
2. Go over vocabulary words in PowerPoint with students.
3. Students will receive one excerpt from John Smith's book- one 1608 or one 1609. Each student will take notes on what happened in that year.
4. Students will meet in groups of four or five (two for each exert) and write a summary of what happened according to John Smith and an illustration.
5. Each group will share their summary with the class.
7. Students will complete an exit card for closure that tells me three new things they learned, two questions they have, and one statement about this lesson.

How will you assess what student learned during this lesson?

I will assess what students learned during this lesson by examining the notes page each student will complete, the cooperative summary and illustration on chart paper, and the completed exit card.

Connecticut Framework Performance Standards –

1.1 Demonstrate an understanding of significant events and themes in U.S. history.

Grade 5 1. Explain how specific individuals and their ideas and beliefs influenced U.S. history.

1.5 Describe the interaction of humans and the environment

Grade 5 12. Describe how the early colonists had to adapt to their new environment.

1608 At last they brought him [John Smith] to...Powhatan, their emperor. Here more than 200 of those grim courtiers stood wondering at him [Smith], as he had been a monster; till Powhatan and his train had put themselves in their braveries. Before a fire upon a seat like a bedstead, he sat covered with a great robe made of racoon skins, and all the tails hanging by....

Having feasted him after their best barbarous manner they could, a long consultation was held, but the conclusion was: two great stones were brought before Powhatan; then as many as could laid hands on him [Smith], dragged him to them, and thereon laid his head, and being ready with their clubs to beat out his brains, Pocahontas, the king's dearest daughter, when no entreaty could prevail, got his head in her arms, and laid her own upon his to save him from death. Whereat the emperor was contented he should live to make him hatchets, and her bells, beads, and copper....

[1609] As for corn provisions and contributions from the savages, we had nothing but mortal wounds, with clubs and arrows. As for our hogs, hens, goats, sheep, horses, or what lived, our commanders, officers, and savages daily consumed them; some small proportions sometimes we tasted, till all was devoured. Then swords, arms, pieces, or anything we traded with the savages, whose cruel fingers were so oft imbued in our blood, that what by their cruelty, our governor's indiscretion, and the loss of our ships, of 500 within six months after Captain Smith's departure there remained not past 60 men, women, and children--most miserable and poor creatures. And those were preserved for the most part by roots, herbs, acorns, walnuts, berries, now and then a little fish. They that had starch in these extremities made no small use of it; yea, even the very skins of our horses.

Nay, so great was our famine that a savage we slew and buried, the poorer sort took him up again and ate him; and so did diverse one another boiled and stewed with roots and herbs. And one among the rest did kill his wife, powdered [salted] her, and had eaten of her before it was known; for which he was executed, as he well deserved. Now whether she was better roasted, boiled, or carbonated [broiled], I know not; but of such a dish as powdered wife I never heard.

This was that time, which still to this day, we call the starving time. It were too vile to say, and scarce to be believed, what we endured; but the occasion was our own for want of providence, industry, and government, and not the barrenness and defect of the country, as is generally supposed.