

Thinking Like A Historian: Jamestown v. Point Comfort

(This lesson was formerly called The Penned Truth.)

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Grade Level	7
Duration	3 class periods

National Standards GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

12. The processes, patterns, and functions of human settlement

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

7.RI.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Writing

Production and Distribution of Writing

7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MATHEMATICS

The Number System

7.NS.A.3 Solve mathematical problems and problems in real-world context involving the four operations with rational numbers.

Arizona Social Science Standards GEOGRAPHY

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.

HISTORY

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

SLOP Elements

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Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Overview

Historians explore and record the past, and through this process, they must make judgements on what is the truth. This presents challenges.

Purpose

In this lesson, students will gain better knowledge of how historians determine what should be historical facts. They will also learn how history may be changed by new information. They will then do research on issues connected to the first Africans arriving in the American colonies and use the tools of a historian: research, verifying sources, and publishing their findings.

Key Vocabulary

demographics: information about the people of a place (average ages, gender, cultural characteristics)

enslaved - make someone a slave

economy – system by which goods and services are produced, sold, and bought in a region

document – written material that provides information or is an official record

privateer ship– privately owned ship that raids the enemy of its cargo

privateer – a sailor on a privateer ship

Materials

- Computer and projection device

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- Rosenwald School: Moton Civil Rights; Project 1619 Video (10 min) Fast Forward to 17:50. End at 26:43. <https://www.pbs.org/video/virginia-currents-rosenwald-school-moton-civil-rights-project-1619-2510/>
 - Map of Point Comfort and Jamestown 1624 <https://www.geni.com/projects/Jamestown-Virginia-1624-Census/8848>
 - Vocabulary Cards
 - World map <http://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
 - Computers and internet access for students
 - Trifold poster boards, poster boards, or manila folders for lapboards
 - How to Lapbook (Tutorial) <https://www.youtube.com/watch?v=uquNEP49uk4>
 - Research Questions and Scoring Guide for Project
 - Reflection
 - Vocabulary Test
4. Project the map of Jamestown (James-towne) and Point Comfort Poynt comfort. Discuss that they are not close to each other. (about 38 miles apart)
 5. Now ask the students, "How did these captured Africans get to Virginia?" Play the YouTube video called the First Africans in Virginia. Play only the first 7 min. <https://www.youtube.com/watch?v=kApL2ELVOhs> (**Integrated Process: Listening, Speaking**)
 6. Project and explain the Vocabulary Cards. Have students take notes on the meaning of the vocabulary words if they are not familiar with the words already. (**Scaffolding: Comprehensible input; Integrated Processes: Reading, Writing**)
 7. End the session with a Ticket Out the Door: Think of Calvin Pearson and his research. Now turn to a nearby classmate and explain how something you thought was a fact turned out to be false—Just like history books had it wrong about Jamestown. You might share a mistake on a test question and how you found out the right answer, when didn't hear someone correctly and what happened then, when you read a word wrong and how that made you think incorrectly, etc. (**Integrated Process: Listening, Speaking**)

Objectives

The student will be able to:

1. Research and summarize a historical topic relating to Point Comfort/Jamestown in 1619.
2. Reflect on a commemorative event.

Procedures

SESSION ONE

Engage:

1. Write these guiding questions on the board: What is the job of a historian? Can one person change what has been taught in history books for many years? Do you have to know where you come from to understand where you are going? (**Preparation: Linking to background, Linking to past knowledge**)
2. Have students partner up and answer these questions with each other. Have students then share some of the responses with the class. (**Group Option: Partners**)

Explain:

3. Play the video Rosenwald School: Moton Civil Rights Video (10 min) Fast Forward to 17:50. End at 26:43. Virginia Currents features Calvin Pearson. <https://www.pbs.org/video/virginia-currents-rosenwald-school-moton-civil-rights-project-1619-2510/> Then discuss the guiding questions again. (**Integrated Process: Listening, Speaking**)

SESSION TWO

Explore:

8. Distribute a World map to students. <http://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf> Model how to use the scale to measure distance. (**Scaffolding: Modeling**)
9. Have students use their computers to locate Angola (Africa) and Fort Monroe (Virginia). For purposes of this exercise have them draw a line connecting the 2 locations but explain that no ship would go in exactly a straight line so this would be the minimum distance. Have students record the distance on the bottom of the map. (about 7,000 miles)
10. Now tell students that the journey often took 1 to 2 months to cross the Atlantic. Have half of the students figure out how many miles per day a ship would have to go to make the journey in 30 days. (about 233 miles per day) Have the other half of the class calculate how many miles per day a ship would go to make the journey in 60 days. (about 117 miles per day) Discuss what hazards the ship might face. What would it be like to travel for that long on a ship in the 1600s? (**Group Option: Whole class**)
11. Explain that they will be completing a project that focuses on the historical event occurring in the Point Comfort/Jamestown area. They should

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look for primary and secondary sources to gather their information and visuals.

12. Demonstrate how to make a trifold poster or a lapboard. (**Scaffolding: Modeling**) For an example of the foldable, see How to Lapbook Tutorial.
<https://www.youtube.com/watch?v=uquNEP49uk4>
13. Divide students into small groups (2-3 students) and assign them a group number. (#1-4).
Group 1: Researches the White Lion: who owned it, voyages, when it sailed, and includes the mapwork done in class.
Group 2: Researches privateering: what is it, when did this happen, and famous ships/persons.
Group 3: Researches Jamestown's economy and demographics before and after 1619.
Group 4: Researches labor practices in early America colonization including enslaved persons and indentured persons. (**Grouping Option: Small groups Application: Promotes engagement, Hands on**)
14. Distribute the Research Questions so they can see what they should research. Answer questions about their assignments. Explain the Scoring Guide for the Project.

SESSION THREE

Elaborate:

15. Allow time for students to research and work together to finish their projects. (**Integrated Process: Reading, Writing**)
16. As students complete their project, assign the Reflection.

Evaluate: (See Assessment)

Assessment

Social Science and ELA

The poster or lapboard projects can be graded using the Scoring Guide for Project. Mastery will be considered a score of 80 points or higher. (**Assessment: Written, Group**)

The Reflection can be graded for completeness of thoughts and taking the assignment seriously. Mastery will be considered a score of 20 points or higher. (**Assessment: Written, Individual**)

The Vocabulary Test can be given to measure language acquisition. Mastery will be considered a score of 80 percent or higher. (**Assessment: Written, Individual**)

Extensions

Students could design a digital presentation expressing the points of view regarding The Project 1619 documenting what various groups or people have said about the Project.

Students could orally present their group projects and make a graphic organizer connecting the various projects topics in a meaningful way.

Sources

<https://www.history.com/this-day-in-history/first-african-slave-ship-arrives-jamestown-colony>

<https://www.pbs.org/video/virginia-currents-rosenwald-school-moton-civil-rights-project-1619-2510/>

www.project1619.org

[african-slave-ship-arrives-jamestown-colony](https://www.history.com/this-day-in-history/first-african-slave-ship-arrives-jamestown-colony)

<https://www.pbs.org/video/freedoms-fortress-gev1py/>