

Lesson 2: English Settlement

Big Ideas of the Lesson

- Like the Spanish and French, the English wanted to claim colonies in North America.
- The English made two failed attempts at settlement on Roanoke Island.
- Their first permanent settlement was Jamestown in what is now Virginia.
- Despite many early problems, Jamestown became more successful when people began to grow tobacco as a cash crop.

Lesson Abstract:

In this lesson, students build on what they have learned about Spanish and French settlement in the Americas as they examine reasons the English became interested in forming colonies in the region. They begin by exploring push/pull factors associated with English colonization, growing conflicts with Spain and early settlements on Roanoke Island. Students next take an in-depth look at the founding of Jamestown and the Virginia Colony through a variety of sources including artifacts, maps, and timelines. Finally, they explore three significant events of 1619: the arrival of the first Africans, the first major migration of women to the colony, and the creation of the House of Burgesses. Students also explore the economic development of Jamestown through the cultivation of tobacco.

Content Expectations

- 5 – U2.1.1: Describe significant developments in the Southern colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
 - establishment of Jamestown
 - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
 - relationships with American Indians (e.g., Powhatan)
 - development of colonial representative assemblies (House of Burgesses)
 - development of slavery.

Common Core State Standards:

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Key Concepts

colonization
economic development
push and pull factors
representative government
settlement
settlement patterns

Instructional Resources

Equipment/Manipulative

Overhead projector or document camera/projector
Chart paper

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pp. 73-76.

Bulla, Clyde Robert. *A Lion to Guard Us*. NY: Harper Trophy, 1989. (optional)

Jamestown Online Adventure. History Globe. 31 August 2011
<<http://www.historyglobe.com/jamestown/>>.

Yolen, Jane and Heidi Elizabeth Yolen-Stemple. *Roanoke Colony: An Unsolved Mystery from History*. New York: Simon & Schuster Children's Books, 2002. (optional)

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 2)*. Teacher-made material. Oakland Schools, 2012.

Jamestown Artifacts. Virtual Jamestown. 5 Oct. 2011
<<http://www.virtualjamestown.org/images/artifacts/jamestown.html>>.

James Fort Drawing. Historic Jamestown Rediscovery. 5 Oct. 2011
<<http://www.apva.org/history/fort.html>>.

Jamestown Rediscovery. 5 Oct. 2011 <<http://www.apva.org/jr.html>>.

Jamestown Settlement Teacher Resource Packet. History is Fun. 5 Oct. 2011
<<http://www.historyisfun.org/PDFbooks/JAMESTOWN-Teacher%20with%20pictures%205-8-03.pdf>>.

Occupations of the New World. Virtual Jamestown. 5 Oct. 2011
<<http://www.virtualjamestown.org/census1a.html>>.

Lesson Sequence

Teacher Notes:

- In this lesson, students add two more events to the timeline they began in Lesson 1. As an excellent supplement for this lesson, consider reading students *A Lion to Guard Us* by Clyde Robert Bulla or have students read the book. It is based on an actual incident from 1609 and tells the story of three impoverished children left alone in London who make their way to the Virginia Colony in search of their father. It is excellent historical fiction.

- This lesson can be supplemented with material from a fifth grade social studies textbook on early English settlement such as the one listed in the student resource section of this lesson.
1. As a way to assess prior knowledge as well as provide a “before reading” strategy for students, have students engage in a Word Splash activity. Give each student a copy of the “Word Splash” words and a copy of the “Categorization” chart, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Explain that these are important words and phrases for this lesson. Have students categorize the words by finding those that they think belong together. Have them write their groupings in the boxes on the chart. Remind students that they should be prepared to explain why they put terms into a certain group. Give groups time to work and then have them share their category groups in the whole class. Discuss differences and similarities between their ideas. Collect the category sheets but allow students to keep the Word Splash words. They will be used again at the end of the lesson.
 2. Point out England on a world map and ask students to describe it and its relative location. Possible answers include:
 - It is located on an island.
 - It is a small country.
 - It is off the western coast of Europe.
 3. Share the following information with students:
 - The English had been sailing to North America since John Cabot’s voyage in 1497. In the late 1500s English rulers began taking more of an interest in the region.
 - England saw Spain getting rich from gold and silver from mines, as well as from ranching products.
 - England was anxious to share in this treasure. English sea captains began to attack Spanish treasure ships carrying things back to Spain.
 - This caused serious conflicts between England and Spain.
 - It also greatly increased England’s wealth. With this money, England built a strong navy and decided it wanted to create colonies in North America.
 4. Distribute to students the sheet “Analyzing Text”, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. After reviewing the directions on the sheet with the class, provide time for students to read the short passage and complete the chart. Possible answers for the chart are as follows:
 - **Who was involved?** A group of settlers from England including members of the Dare family
 - **When did it happen?** About 400 years ago
 - **What happened?** The settlers disappeared
 5. Discuss student answers to the questions. Then, remind students that these questions are called “questions of history.” Ask students what questions of history are missing from the chart. Guide students to the idea that how and why it happened are missing. Explain that this lesson will explore those two questions.

6. Review what has been learned about push and pull factors in the previous lesson. Ask students what push factors may have encouraged English settlers to travel to North America. Discuss student responses and guide students to the idea that life in England was difficult for people who did not own land. This factor tended to push people out of England. Ask students what pull factors may have attracted English settlers. Discuss student responses and guide students to the idea that the New World appeared to have a lot of available land. There was also the belief that valuable things such as copper and gold might be found there.
7. Choose one of the following options for exploring English attempts at settlement on Roanoke island:
 - Read students Roanoke Colony: An Unsolved Mystery from History by Jane Yolen or have students read it independently.
 - Have students read the section on Roanoke from their textbook.
 - Have students read the two-page informational text selection on “English Settlements on Roanoke Island”, located in the *Supplemental Materials, (Unit 3, Lesson 2)*.
8. Discuss what students have learned about attempts to form a settlement at Roanoke Island using the following questions:
 - Why do you think they chose to settle on an island?
 - What were two problems settlers in the first Roanoke settlement had?
 - Why did they want to return to England?
 - Do you think this settlement was a failure? Why or why not?
 - How do you think having families in the second settlement group instead of just men affected the settlement?
 - How do you think people viewed the birth of a new baby in the settlement?
 - Why did John White return to England?
 - Why did it take him so long to get back to Roanoke?
 - What do you think happened to the people of Roanoke?
 - Do you think the mystery will ever be solved? Why or why not?
9. Have students add the second Roanoke settlement of 1587 to the timeline they began in Lesson 1.
10. Explain that neither John White nor Walter Raleigh had enough money for a third attempt at a settlement. Pose the following question: What could England do to finance more voyages and settlements? Discuss students responses and then share the following information:
 - Walter Raleigh had financed the colony at Roanoke. When the colony failed, he lost his investment.
 - The English then decided that one person could not finance a colony.
 - They looked for another way to do this.
 - They decided to try and form a joint-stock company.
(Use Word Card #9 to explain this term.) This is where people put money into a project to order to earn profits. Each owner gets shares of stock and if the company makes money the owners make money too.

11. Relate the above ideas about owning stock in a company to the present. Give an example of how people can buy stock in a company such as Ford or General Motors. Talk briefly about the risks involved in investing in a company. Using Word Card #10, explain that a group of wealthy investors in London, England formed the Virginia Company, a joint-stock company. Their goal was to start a colony in North America. Ask students the following question: After forming their company, what were some of the things you think the company had to do? Discuss students' responses. Possible answers include: They had to find people willing to settle in a new place. They had to find a ship and crew. They had to decide where they were going to settle.
12. Share the following information about the Virginia Company:
 - In 1606 King James granted the company a charter that was a written contract. This gave the company the right to establish a colony. (Use Word Card #11)
 - The first goal of the company was to make a profit by setting up trading posts.
 - The company was given the following instructions: settle Virginia, find gold, and try to find a water route to Asia.
13. Review what has been learned about push and pull factors in previous lessons. Ask students what push factors may have encouraged English settlers to try again to form a settlement in North America. Remind students that the two Roanoke colonies had failed. Discuss students' responses. Guide students in understanding that many of the settlers who agreed to sail for the Virginia Company were pulled by the possibility of gold and adventure. Some were pushed out of England by hard times. They hoped to find more opportunity in Virginia. Using Word Card #12, explain that many of these people were "indentured servants." These were men who had agreed to work as servants for the company for a number of years, usually four to seven, in exchange for passage to the New World.
14. Explain that the Virginia Company convinced about 100 men to sail to Virginia and form an English colony. They set sail in December of 1606 on three ships. Using the wall timeline you have created point out the approximate location of this year.
15. Explain that the first problem that the new settlers had to solve was where they were going to begin their settlement. Divide students into small groups and tell groups to work together to describe the type of place that would be good for a new settlement. Encourage groups to think about the landforms, resources, etc. that would benefit a new settlement. Give students time to work and then have them share their ideas. Make master list of preferred natural characteristics on an overhead transparency or board.
16. Share the following information regarding the early days of Jamestown:
 - They decided to sail up a river, which they named the James River in honor of their king.
 - While still on their ships they opened a sealed box that had been sent by the Virginia Company. It contained the names of appointed leaders and other instructions for forming the colony
 - They chose a spot on a peninsula that they felt was far enough from the ocean to protect them from passing Spanish ships that might attack.

- The spot ended up being a poor choice because it was swampy, filled with mosquitoes, and had bad drinking water.
 - The first thing they did was to build a simple fort for protection. They called their new settlement “Jamestown.” (Use Word Card #13)
17. Place students in pairs and ask each pair to make a list of the kinds of skills and jobs people would need in order to create a colony in a new place. Give students time to work and then have them share and discuss their lists.
18. Display the “Occupations of the Original Jamestown Settlers” chart, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Have students compare this list to the one they generated in Step 17. Lead a discussion using the following questions:
- Why are some of the words misspelled in the list?
 - Why would a young boy want to go to settle in the Virginia colony?
 - What kind of work did “gentlemen” do?
 - Why do you think gentlemen wanted to go to Jamestown?
 - Based on the occupations you see on the list, do you think there were problems in building the early settlement? Why or why not?
19. Explain that Jamestown experienced many problems in its early days. Share the following information regarding this:
- Many of the settlers did not know how to farm or fish. They had come to Virginia to get rich. This contributed to food problems in the Jamestown.
 - Many settlers went out looking for gold instead of planting food. This also contributed to food problems.
 - Many of the first settlers were gentlemen who were fairly wealthy and not used to working with their hands.
 - Jamestown faced weather problems as well. It was hot and dry.
 - The settlement had a lack of leadership and members of the council often argued.
 - Despite the problems, the settlers built a fort and the settlement grew.
20. Ask students the following question: How do you think the building of Jamestown affected Native Americans living nearby? Discuss student responses and then share the following information:
- More than 30 tribes of Eastern Woodlands Native Americans were living in Virginia when Jamestown was started.
 - Most were members of the Powhatan Confederacy, which was a confederation or a loose group of governments that worked together.
 - They were united under one chief. Jamestown colonists gave the name Powhatan to all the tribes as well as their chief.
 - The Native Americans had problems with the colonists from the beginning including the issue of colonists stealing their crops for food.
21. Explain that conflicts with Native Americans as well as all the problems listed above resulted in desperate times in Jamestown. It looked like the colony would fail. Explain that things began to turn around under the leadership of a man named John Smith. Explain that in the fall of

1608, Smith became President of the Council. He provided the leadership that was lacking in the colony. He instituted an important law that helped solve many problems in the settlement. Ask students what law they would have instituted to help save the settlement. Discuss their responses.

22. Explain that John Smith's law said, "If you don't work, you don't eat." Discuss with students whether they think this rule was a good idea or not. Encourage students to support their answer with sound reasoning. During the discussion, explain to the class that this rule forced people to begin planning and harvesting crops.
23. Display the "Jamestown Faces More Problems" sequence organizer, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Discuss difficulties faced in Jamestown during its early development. Re-read the text in the last box. Explain that since Jamestown became the first permanent English settlement in North America something must have convinced the settlers to return and try again. Ask students what they think happened. Then, share the actual events that occurred:
- The Jamestown settlers began to sail down the James River. At the mouth of the river they met Lord de la Warr who had arrived with 150 settlers and supplies.
 - The settlers decided to go back with them to Jamestown and the settlement was re-established.
24. Divide students into small groups of three or four students each and give each group a copy of the "Artifacts" and "Artifact Chart", located in the *Supplemental Material,s (Unit 3, Lesson 2)*. Tell groups to work together to try and figure out what the artifacts are and what they might help us learn about Jamestown. Give groups time to work and then have them share their ideas. Note that a chart showing what the artifacts actually are and what they tell historians about Jamestown has also been included to share with students.
25. Have students look at the "Artifacts" sheet again from Step 24. Explain that one of these artifacts is a clue that helps explain a major reason Jamestown was finally successful. Ask students which one they think it is and why. Explain that the correct clue is the tobacco pipe. Share the following information:
- Economic success for the colony began when people started growing tobacco as a cash crop. (Use Word Card #14)
 - A cash crop is a crop, such as tobacco or cotton that can be sold at market.
 - Jamestown leader John Rolfe had experimented with various kinds of tobacco and ways of drying it. Some records show that Pocahontas assisted him. Pocahontas' people had grown tobacco for a long time. He later married her. This resulted in a short time of peace between the English settlers and the Powhatan.
 - By 1613 Rolfe had developed a tobacco that the English liked. It became a huge success in England and other places in Europe.
26. Explain that 1619 was a very significant year in Jamestown. Three important events happened. Give each student a copy of the "Prediction Activity" sheet, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Explain that for each of the 1619 events listed on sheet, students should make a prediction regarding how they think it affected Jamestown. Give students time to

complete the sheet. Place them in partners and have them share their predictions in pairs. Then discussion predictions with the whole group.

27. Display the “Three Significant Events of 1619 Information Sheet”, located in the *Supplemental Materials, (Unit 3, Lesson 2)* guide a discussion on women, Africans, and government. Use Word Cards #15 and #16 when discussing government in Jamestown. Make sure to compare the information on the sheet with the predictions the students made regarding these events in Step 26. Use the following questions to facilitate your discussion:

- How do you think women changed Jamestown?
- What do you think it was like for a child to grow up in Jamestown?
- Do you think white and black indentured servants were treated differently? Why or why not?
- Why do you think Africans were eventually enslaved whereas white indentured servants never were?
- How do you think the House of Burgesses changed Jamestown?

28. Explain that the cultivation of tobacco began to make some individuals and the Virginia Company wealthy. Ask students what effects this might have had on Jamestown. Discuss student responses and guide them in understanding the following effects or consequences:

- More English settlers came hoping to get rich in Jamestown.
- The colony needed more and more workers to work on the tobacco plantations. More and more Africans were enslaved to do this work.
- A trade network grew with tobacco going to countries in Europe, especially England, and European manufactured goods going to Jamestown.
- More and more land was taken from Native Americans in order to grow more tobacco. This led to increased conflicts. In 1622, the Powhatans attacked and killed more than 300 colonists. The colonists fought back in an all-out war and defeated the Powhatans with superior weapons. The colonists took over the remaining Powhatan lands.

29. Using the Completed Timeline from Lesson 1 for reference, guide students in adding the Second Roanoke Settlement and Jamestown to the timeline they began in Lesson 1.

Assessment

As an assessment, give students a copy of the “Word Splash” sheet again and hand out their categorization you collected at the beginning of the lesson. First, have students analyze the way they grouped the words the first time. Next, give each student a copy of the “Word Splash Assessment”, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Instruct students to categorize the Word Splash words in the first column and then explain why the words belong together in the second column by using what they learned in the lesson. Note that a sheet showing possible answers is included in the *Supplemental Materials, (Unit 3, Lesson 2)*. A second assessment has also been included in the *Supplemental Materials, (Unit 3, Lesson 2)* in which students reflect what they have learned in the lesson by answering a set of questions.