Unit Title: England's North American Colonization Attempts

Subject/Topic Area: Grade Level(s): 6-8
Designed By: John Thomas, Dana Wisnoski, Kathleen Paulison, and Sue Johnson
Time Frame: Varied
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Brief Summary of Unit
Contained in colonization attempts, the successes and failures, is the concept of change over time and what leads to these conclusions. Each time the English established a colony, changes made to the approach, rather intentional or not, made the attempt more successful. Our lessons are designed to reveal the similarities and differences. In addition, our lessons are meant to help the students understand the difficulty in piecing together the past with limited or conflicting sources. Students are engaged as researchers trying to put together these stories, with various levels of teacher scaffolding.
These lessons would fit perfectly following the Age of Exploration and before the American Revolution.

NOTE: FOR ALL HANDOUTS SEE THE CORRESPONDING WORD FILE: HLP2 UNIT HANDOUTS 1-3

Stage 1: Desired Results
(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard:
History Standard One - Students will employ chronological concepts in analyzing historical phenomena
Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Unit Enduring Understandings
Students will understand how lack of evidence can lead to various conclusions and historians use the tool of logical inference to construct a more complete picture of possible events.
Students will understand the basic story of the English colonization in North America.
Students will understand that those who piece together the story of the past offer interpretations that often change because of differences in the kinds of questions that they ask and how they use different sources.
Students will understand that historical events are sometimes altered or changed in order to make a story more entertaining or to apply to a more specific audience.
Students will understand that there were vastly different goals or plans for each of the two colonies and that these goals/plans inadvertently resulted in very different outcomes.

Unit Essential Question(s)
Why did the colony of Roanoke fail? How do we know this? Could it have succeeded? How so?
How might "logical inference" be used by historians when dealing with historical materials? Is a hypothesis for a particular historical event to be trusted in the absence of historical materials or multiple

primary source accounts of the same event?
How did the planning and preparations for the Jamestown colony alter the ultimate success of the colony verses the planning and preparations for the Plymouth colony?

Knowledge & Skills
How to use primary source documents and judge their content for validity.
How to compare resources and make logical inferences about historical events.
How to break down the decisions made by people when interpreting historic events for bias. This is modeled and obvious in the lesson on Jamestown when comparing the movies, but done throughout the unit.

Stage 2: Assessment Evidence
(Design Assessments To Guide Instruction)

Suggested Performance Task (End of Unit)
An end of the Unit activity:
1. Students, using poster board and in groups of 2-4, will depict a timeline that shows the development of the four colonies over time. Students will use different colored pencils to represent the different colonies and capture as much detail through pictures and text as they can.
2. Students will have to include 5 events for each colony and provide supporting evidence.
3. Students will need to share conclusions about their findings in the form of bullet points down one side of the poster.
4. Students will perform a gallery walk and evaluate other students' work. For the best work, some type of reward or acknowledgment may be given if the teacher desires.

Rubric for Performance Task

	Excellent	Good	Fair	Poor
Accuracy	Timeline is completely accurate	Timeline is accurate, organized (colors), has some events per colony with supporting evidence, the student made reasonable conclusions	Timeline has inaccuracies	Timeline is grossly inaccurate
Organization	Organization is apparent with legible writing and colors to separate the colonies	Organization is apparent but sloppy or shows evidence of no planning	Work is not obvious in its organization (lack of color or mislabeling)	Work is completely unorganized and shows obvious lack of effort
Evidence and Conclusions	Student provided 5 events per colony with supporting evidence, in addition the conclusions reached are logically sound	Supporting evidence is written and the student made reasonable conclusions	Student provided few events per colony with supporting evidence. The conclusions made are weak in effort	Student provided no events per colony, no supporting evidence, and/or no conclusions

Student Self-Assessment and Reflection

After construction of the group timeline projects, students will perform a gallery walk and utilize an opportunity to assess their peers.

Stage 3 – Learning Plan

Lesson#1
Problems with Roanoke
John Thomas

Lesson Description:
In pairs, students will explore case studies to try to piece together what happened at the lost colony of Roanoke. This lesson is meant to be used with a website, so it will be necessary for you to book computer time to facilitate being able to carry the lesson out, or of course, develop it to serve your needs.

Time Requirement:
1-3 days depending on the reading level of you students

Essential Questions:
Why did the colony of Roanoke fail? How do we know this? Could it have succeeded? How so?

Enduring Understanding:
Students will understand the basic story of the Roanoke colony and why it eventually failed.

Materials:
- Web access (http://www.dur.ac.uk/4schools/Roanoke/default.htm)
- Handout 1 (case study 1), handout 2 (case study 2), handout 3 (a letter home)

Procedures:
1. In the form of a "Do now" activity, have students write or share a mystery. Something that happened in their lives or heard about that still has no explanation.
2. Explain to the students that they will be researching a great historical mystery today. Have students work either in pairs (each taking a case study), or have students in groups of 4 with two students working on each case study.
3. Distribute the case studies based on the groupings you decided. Direct students to the Durham University website http://www.dur.ac.uk/4schools/Roanoke/default.htm . Instruct them to follow the links for the case study they are working on.
4. Each case study provides sources for review. The students should be told that they have choices in how they get the information (this can be modified by the teacher for greater differentiation), they can view the primary source "as is," can view the transcript, or view the simplified transcript.
5. Have them complete the case study handouts as they read through, then when both case studies are complete, have the students (case study 1 and 2) discuss their findings.
6. A possible extension here may be to have the students prepare something to present to the class.
7. Finally, as a summative assignment, have the students write a letter "home" to explain what is happening in Roanoke using handout 3.

Debrief:
- On the following day after concluding this lesson, have students answer the essential question: Why did the colony of Roanoke fail?
- Have the students express their thoughts about how the circumstances could have been changed to make the story of Roanoke a successful one.
- Talk with the students about exploration today and draw comparisons to something like traveling to the moon or Mars.

Formative Assessment ("Check for Understanding"):
- All three handouts can be used to gauge students comprehension of the topic

Resources & Teaching Tips:

- **What text/print/media/kit/web resources best support this unit?**
    - Durham University website: http://www.dur.ac.uk/4schools/Roanoke/default.htm
    - Handouts 1,2,3
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**
    - The ability to use different versions of the same reading is a strong element to this lesson. If students are having difficulty with the primary source images, then have them view the transcripts, if problem with the transcripts, then have them view the simplification document. If that is still problematic, then perhaps reading the passages allowed with students and working on only one case study as a class may be the best option.

Differentiation:

- Different levels to the text carry differentiation explicitly
- Working in pairs and in groups

Technology Integration:

- Use of computers and surfing the web

**This lesson is adapted from the Durham University site*

Lesson#2
Jamestown's Secrets Finally Revealed?
John Thomas

Lesson Description:
Students will be reviewing (portions of) three different versions of the same/similar historical events. In this preliminary lesson, students will see the difficulty of making conclusions about historic events due to conflicting accounts or (as in this case) the presence of only one limited account of the event. Using graphic organizers, students will note similarities and differences between two movies depicting an event. They will then go on to view the actual text from which the story comes. Finally, students will watch a documentary that unravels some of the specific methods used by historians and archeologists to piece together a historic account.

Time Requirement:
Approximately 3-4 class periods (45-50 minute periods).

Essential Question:
How might "logical inference" be used by historians when dealing with historical materials? Is a hypothesis for a particular historical event to be trusted in the absence of historical materials or multiple primary source accounts of the same event?

Enduring Understanding:
Students will understand that those who piece together the story of the past offer interpretations that often change because of differences in the kinds of questions that they ask and how they use different sources. They will also realize that historical events are sometimes altered or changed in order to make a story more entertaining or to apply to a more specific audience.

Materials:
- Disney's "Pocahontas"
- Movie "The New World"
- Graphic Organizer and handouts
- Documentary "Pocahontas Revealed" available from PBS

Procedures:
Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

If any steps require the distribution of handouts, state this and identify the handouts by *number* and *title* (e.g. *Handout 1- Emancipation Proclamation*).

Avoid "read and discuss" as procedures. Identify specific questions that teachers should raise.

1. As a warm-up exercise, ask students what they already know about John Smith, Pocahontas, and the English settlement at Jamestown.
2. Show students part of Disney's Pocahontas that has Pocahontas saving John Smith's life.
3. Ask students to write an account of this part of the story on the left side of "handout A" from the perspective of John Smith.
4. Without discussion, show students a part of the film "A New World." Again, ask the students to record their account of the story from John Smith's perspective (right side of "handout A").
5. Now, have students compare the versions of the story. Ask them to be specific about where key figures are located (John Smith, Pocahontas, Powhatan), where the action occurs (location), the sequence of events (timeline), and the conclusion. *The conclusion should be that the Disney version a.) Simplified the events, b.) Made the conflict between the English and the Native Americans more dramatic, c.) Established, in true Disney form, a specific hero/ villain relationship*. As for the "New

World," explain that effort was been made to incorporate some of the researched history into the film (such as the location of the event and the possibility that Smith may have offered to trade with the Native Americans) but that the addition of the voiceover (which simulates an actual quotation) is meant to portray realism. *Ask the students:*

   a. *Why they think the producers of this movie made those decisions?*
   b. *With the absence of conclusive, credible data, do historians have to resort to making conclusions in the same manner? (Depending on grade level, the language of these questions may need to be altered.)*

6. Have the students read John Smith's account of the event. Then reveal that his version was written over a decade after the event took place. Explain that the lack of variety in primary sources here and the questionable reputation of Smith may cause this story to go from history to myth. Explain that there are a myriad of explanations concerning the events, from Smith participating in a Native American initiation ritual to the "love story" explanation.
7. Students should then explain what, if it existed, could have been valuable in corroborating Smith's story.
8. As a final part, show students the documentary "Pocahontas Revealed" so they can see models of historical detection at work. Then, read handout B with the students so they can see how the story has taken a life of its own.
9. Using handout C, have students review all the evidence and interpretations presented and evaluate what they have learned.

Debrief:

Ask students to explain one method a historian or archeologist used in the documentary "Pocahontas Revealed" to make a hypothesis about an event (for example, Smith's log tells of a man struck with an arrow and the documentary reveals that archeologists have recovered a skeleton from the period that was struck with an arrow). Explain that this process is called "logical inference."

Then ask essential question #1: How might "logical inference" be used by historians when dealing with historical material?

Ask the students what is different about the event using logical inference and the "Pocahontas saving Smith's life" example.

Then answer essential question #2: Is a hypothesis for a particular historical event to be trusted in the absence of historical materials or multiple primary source accounts of the same event?

Formative Assessment ("Check for Understanding"):

Assessment will be achieved by using a series of both short answer and extended response questions. For example:

1. Why are historical events sometimes altered? *Looking for; to add drama, make information suitable for a specific audience, etc…
2. Does it matter if a primary source is written years after the event took place that it is explaining? Why?
3. Other than this one, give an example of a historic event that may be interpreted various ways.
4. Explain how historians might have to use "logical inference" when dealing with historical materials to piece together a hypothesis. Include at least one example. *Answers will vary but should demonstrate a clear understanding of what a "logical inference" is and include a relevant example.

Resources & Teaching Tips:

- **What text/print/media/kit/web resources best support this unit?**
  - A copy of the Smith's journal "At his entrance before the King, all the people gave a great shout... Pocahontas the King's dearest daughter, when no entreaty would prevail, got his head in her arms, and laid her own upon his to save him from death."
  - Copies of three movies: Pocahontas, The New World, and Pocahontas Revealed (it may be best to transfer these onto one tape so as not to switch back and forth)
  - Handout A
  - Handout B

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Differentiation:

- This is a great activity to have students work in small groups with differing abilities.
- Small group discussions should be encouraged.
- Teacher should float from group to group spending individual time with each of the groups and informally checking for understanding.
- The rubric used to assess the students progress should be adaptable in order to account for varying levels of understanding in the diverse classroom population.
- Specific vocabulary should be displayed, discussed and reviewed on a daily basis and informal evaluation techniques should be utilized to check for understanding/mastery.
- Questions can be adapted up for enrichment or down for struggling learners.

Technology Integration:

- Use of video
- Can use the primary source text and project it onto a video screen or smart board

Content Connections:

Students will understand that historical materials allow us to draw conclusions about causation and patterns of change over time.

Lesson#3

Comparing the intentions of those at Jamestown to those at Plymouth

Dana Wisnoski

Lesson Description:

Students are asked to use passenger lists from both the Mayflower and the journey to Jamestown to draw conclusions as to what was different. Why was one more successful initially than the other? What was different?

Time Required:

Approximately 1-2 fifty minute class periods

Essential Question Addressed:

How did the planning and preparations for the Jamestown colony alter the ultimate success of the colony verses the planning and preparations for the Plymouth colony?

Enduring Understanding:

Students should realize that there were vastly different goals or plans for each of the two colonies and that these goals/plans inadvertently resulted in very different outcomes.

Materials:

Handout 1: Passenger List for the Mayflower

Handout 2: Jamestown Passenger List

Handout 3: Formative Assessment

Procedures:

Mini Lesson (direct instruction approx 10 mins) on Plymouth Colony:

1. People were trying to escape religious persecution.
2. Colony was being started as a "religious colony".
3. The Mayflower Compact was designed and agreed upon in order to govern the colony in a way that would always be "for the good of all" rather than for specific individuals.
4. Family units and skilled tradesman were valued.

Jamestown Background:

1. Students will already have prior knowledge of Jamestown from previous lessons in the unit.
2. Teacher could remind students of some of the more specific or important points regarding the goals of the colonies. Be careful not to give too much away in your explanations. You want the students to be able to draw their own conclusions.

Handouts:

1. Jamestown Passenger List
2. Mayflower passenger List

Debrief:

Essential Question:

How did the planning and preparations for the Jamestown colony alter the ultimate success of the colony verses the planning and preparations for the Plymouth colony?

Teachers should revisit this original essential question to help gage student comprehension of the overall concept.

Discussion questions could include:

1. What obvious differences were you able to gather from the two passenger lists?
2. What was the goal of the Plymouth Colony?
3. What was the goal of the Jamestown Colony?

Formative Assessment ("Check for Understanding"):

Handout 3: Formative Assessment

Students should be able to fill in the "compare" chart with specific details that they learned during their inquiry an investigation of the passenger lists (and direct instruction) and then give a detailed account as to what happened and why.

Lesson#4

Survival Island (the New World)

which tribe will survive Jamestown or Massachusetts Bay

Kathleen Paulison and Sue Johnson

Lesson Description:
riefly describe what the students will be doing in this lesson and why. Using primary sources (letters from a settler from both Jamestown and Massachusetts Bay Colony), students will use the content of the letters to find information showing how later colonies were more successful that the earlier ones.

Time Required: 1 – 2 50 min class periods

Essential Question Addressed:
Why did some colonies succeed and other struggle?
How did using primary sources help me reach my conclusion?

Enduring Understanding:
Students will understand how to make inferences and draw conclusions from sources available to them at the time.

Materials:
Brainstorming web for Jamestown (Handout #1) and Massachusetts Bay (Handout #2)
Letter from Richard Frethorne: Handout (#3)
Letter from William Pond: Handout (4)
Survivor Guide #5
Primary Resource Reading Organizer #6
Large Post-It paper (markers of various colors)

Procedures:
Describe the steps that a teacher must follow to implement this lesson. Your steps must be numbered. Phrase the procedures so that those who have not used it will have no difficulty following the steps.

1. Pass out both brainstorming handouts 1&2
2. Explain to students that based on prior knowledge of information learned from previous lessons, they must now complete the chart by listing facts that they recall about both colonies.
3. Give student 15 minutes to complete handouts.
4. As a class have each student contribute one fact. (Explain no fact can be repeated) Students may put any additional fact on their handout. Teacher will list facts on a large post-it sheet.
5. The letters handouts (3-4) will be presented to the students the first time by teacher reading, ELMO, or using Kurziwell. The students are just required to listen and follow along, becoming familiar with the text.
6. Pass out the Survivor judge's mission handout #5. Explain to students that their job requires them to use the primary resources, given (letters) they are to establish what changes were made to create a successful colony. What happen through time to make it easier for later colonist to survive?
7. Working in groups students will compare the letters, and create five areas of change that occurred between the two colonies. Responses will be recorded on reading organizers. Note: One area of change per organizer.

8. Each group will be given a large poster paper and markers where they will identify the areas of change and provide supporting evidence.
9. Posters will be displayed throughout the class and students will do a gallery walk comparing posters from all groups.
10. Followed with class discussions on observations make on change over time.

Debrief:
After the task is complete ask the students again: What did the colony of Massachusetts Bay do differently than Jamestown and how did it help? What information from the primary documents (letters) helped you come to these conclusions? What information was missing that could have assisted in your investigation?

Formative Assessment ("Check for Understanding"):
Question students: If you were going to colonize a place, what would be the essential people, technology, and knowledge?

Resources & Teaching Tips
What text/print/media/kit/web resources best support this unit?
Letter from Richard Frethorne www.historymatters.gmu.edu/d/6475
Letter from William Pond www.swarthmore.edu/SocSci/bdorsey1/41docs/17-pon.html
Brainstorming handouts
www.wvde.state.us/strategybank/documents/BrainstormingWebGraphicOrganizer.doc
Survivor Guide Handout
Primary Resource Reading Organizer
Large Poster paper (markers of various colors)
Handouts of passenger listings from Jamestown and Massachusetts Bay
www.immigrantships.net/v2/1600v2/unspecified16360320.html (Massachusetts Bay),
www.virtualjamestown.org/census2a.html (Jamestown)
Overhead, ELMO, or Kurziwell to read letter

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?
- Students may have difficulty understanding the wording in the letters. Hopefully having it read to them aloud first will help them understand the content.
- After having the letters read, review with the students the purpose of the letters without telling what the letters are saying. Example: Both letters were written by young men explaining hardships they are enduring.
- Walk around while the students are working in groups to make sure they are on task.

Differentiation
1. Using the Kurziwell helps students listen to the letters being read to them aloud helps them better understand the flow of the letters.
2. Working in groups and mixing the students by ability enables the students who understand to help the slower students.
3. Additionally for organization purposes teachers may want to run handouts in different color papers and place in folders prior to lesson.