Colonial Jamestown
CBA Lesson Packet

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CBA Topic: Dig Deep – Analyze Primary Sources

Level: Middle School
Duration: For self-contained students – two weeks for Activity 1-4 and three weeks for activity 5. General education students approx. four weeks for Activity 1-5

This document is intended to assist teachers who are implementing the Dig Deep Analyze Primary Sources CBA for middle school self-contained special education students, but may also be useful for general education students.
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Overview/Goals

Essential Question:

How do primary and secondary sources affect our understanding of history?

Student Goals:

1. Demonstrate ability to use geographical tool (e.g. satellite maps) to identify geographical landforms (Activity 2).
2. Distinguish between primary and secondary sources and use them correctly as evidential support in a written presentation (Activity 3, 4, & 5).
3. Choose an artifact from colonial Jamestown and describe what trade used the artifact using specific primary and secondary sources (Activity 4 & 5).
4. Research other related tools, clothing, and education requirements specific to the selected trade, using specific primary and secondary sources (Activity 5).
5. Answer how period events, the Virginia environment, education, social and marital status, and gender affected the period person’s choice of trade, political involvement, and alliances (Activity 2 & 5).
6. Assume the role of a real period trade person in colonial Jamestown to explain or interpret daily living for that person using a display board or a multi-paragraph paper to support their findings (Activity 5).
7. Understand enough of their persona’s trade and circumstances to field question in character from the audience (Activity 5).
8. Provide appropriate citing for sources (Activity 5).

Goal Purpose:

- Being aware of geographical landforms and how they affect the trades of the region creates pathways to understand culture and economics from different parts of the country (Goal 1).
- As a citizen of the United States, students are bombarded with informational news sites that claim to disclose truth or interpretations of the world around us. It is imperative that citizen demonstrate the ability to find credible sources in order to make informed decisions when voting or making alliances with specific people, products, or causes. Knowing the difference between primary and secondary sources is a strategy specific to effective information gathering (Goal 2-5).
- Showing an awareness of the variety of sources used as historical evidence explains how subjective interpretations of the past can be without cross-referencing or double checking information for accuracy (Goal 2-5).
- By presenting findings in front of an audience and fielding topic related questions, students practice skills needed to express themselves coherently in written and oral communication and ultimately increase their ability to express their ideas as a citizen in a public forum situation (Goal 6-7).
- Learning to give credit where credit is due by citing all sources develops student understanding of copyright material and the laws that govern its usage (Goal 8).
SOCIAL STUDIES STANDARDS (Possible IEP Goals)

GEOGRAPHY Component 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information (6th grade).

3.1.2 Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present (8th grade).

SOCIAL STUDIES SKILLS EALR 5 The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

5.2.2 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event (6th grade).

5.2.2 Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event (7th grade).

5.2.2 Evaluates the logic of positions in primary and secondary sources to interpret an issue or event (8th grade).

5.4.2 Uses appropriate format to cite sources within an essay or presentation. (8th grade)

   ● Demonstrates proper citation by citing others’ ideas within an essay (e.g. MLA)

WRITING STANDARDS

1.1.1 Applies more than one strategy for generating ideas and planning writing.

   ● Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorms a list, selects relevant ideas/details to include in piece of writing, uses a story board) (6th grade).

1.2.1 Produces multiple drafts (6th - 8th grade).

1.3.1 Revises text including changing words, sentences, paragraphs, and ideas (6th - 8th grade).

3.1.1 Analyses ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples (6th - 8th grade).

3.2.1 Applies understanding that different audiences and purposes affect writer’s voice.

READING STANDARDS

2.4.3 Understand how to verify content validity.

3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

Overall Objectives for students:

What students will achieve

Students will have the opportunity to develop their ability to select appropriate resources when analyzes information for a topic. A final presentation product will demonstrating proficiency in finding a variety of primary and secondary sources, generating ideas for writing, citing other’s ideas, and understanding the purpose of voice is to making ideas and elaboration from a specific perspective.
Directions for Teachers – Middle School CBA

Introductory Lessons:

Activity One: Check and or build background information
1. Key vocabulary (check prior knowledge):
   a. Settler – People who build a permanent settlement or home
   b. Explorer – People who map the region and its resources, but do not plan on staying long. (simple definition – people who are just looking, but not staying)
   (Check prior knowledge also for the words permanent, settlement, region, and resources)

   2. Material:
      a. Teacher graphic organizer timeline for activities (found on page 23)

   3. Task: Create a Timeline to show the early explorers and settlers to North America
      a. Include:
         Vikings 1000 - establishes a settlement in Newfoundland, but it did not last
         Christopher Columbus 1492 - lands in the Bahamas, sails along the coast of America
         John Cabot 1497 - explores Newfoundland giving England claim to North America
         Amerigo Vespucci 1499 - started to explore South America
         Roanoake 1585 - by 1590 settlers vanished
         Jamestown 1607 - first permanent European settlement
         Pilgrims at Plymouth Rock 1620 – permanent European settlement

   (This can be done in individual journal books or on poster board for the whole class to see. Check prior knowledge on events. Self-contained students often have limited background knowledge on early American History. Students may also need additional geographical information as to where the events took place).

Activity Two: Continue building background information by zoning in on Jamestown geographically
1. Key vocabulary (check prior knowledge for definition and landform color on a map)
   a. Marsh
   b. Island
   c. Ocean
   d. Bay
   e. River
2. **Material**
   a. Teacher graphic organizer timeline for activities (found on page 23)

3. **Task: Create a 3-D map of Virginia** (differentiated activity: make a map or 3-D model of Jamestown Island)
   a. Go to [http://maps.google.com/](http://maps.google.com/) for a satellite view of Virginia. Students will trace the region to create a paper template, which they will use to create their 3-D map. Place the template on top of clay or other modeling substances (student choice – it may even be edible). Using a toothpick and following the outline of the paper template, poke an outline onto the modeling substance by punching through the paper template.
   Include:
   - Labels for Jamestown, Atlantic Ocean, and any mountains, lakes, rivers, or bays
   - Landforms
   - Appropriate landform colors

**Differentiated options:**
   b. (Medium differentiated activity) Students trace only Jamestown from the satellite view. Transfer template onto a modeling substance. (Picture one is an example of student work)
   c. (Low differentiated activity) Students or teacher trace only Jamestown from the satellite view. Students paint Jamestown using green for land and blue for water (Picture two is an example of student work)

**Activity Three: Introduce primary and secondary sources**

1. **Key Vocabulary**
   a. Primary sources – Original records or items created at the time historical events occurred or after events in the form of memoirs and oral histories. *(Simple definition - records or items from people who lived or experienced the event).*
   - May include: diaries, newspapers, letters, memoirs, manuscripts, journals, speeches, interviews, and objects or artifacts such as works of art, ancient roads, buildings, tools, and weapons
   b. Secondary sources - Secondary sources involve generalization, analysis, synthesis, interpretation, or evaluation of the original information. A secondary source is a record or statement of an event or circumstance made by a non-eyewitness or by someone not closely connected with the event or circumstances, recorded or stated verbally either at or sometime after the event, or by an eye-witness at a time after the event when the fallibility of memory is an important factor. *(Simple definition – hearsay or second-hand unconfirmed information)*

Caution students that many sources can be considered either primary or secondary, depending on the context in which they are used. Validity or certainty of source may need cross-referencing.

2. **Material:**
   a. Teacher graphic organizer timeline for activities (found on page 23)

3. **Task: Spread a rumor**
   a. Have a student write down a one sentence message on a 3/5 card. Include a number and a name in the message. The card is so the primary source or the student doesn’t forget the message. (An example of a possible message for the teacher to model technique is: Jamestown formed in 1607 with 100 men.) Next the primary source whispers the message to the next student who in turn whispers the message to other secondary sources. Students should see how information past the primary source can get distorted.
   1. Students may check the results by varying the message or changing the length.
   2. Ask students to compare the results through the different trials.
   3. Record information on a graphic organizer
   4. Ask students to create a concluding statement from their results. (Option: Track how many secondary sources actually remembered the message completely. To Track, each student will need to write down the message they heard)
Activity Four: Using detective skills to identify the name and or use of the primary source

1. Key Vocabulary
   a. Topic sentence
   b. Supporting concrete details

2. Material for activity
   a. Pictures (found on page 13-20)
   b. Journal organizer (found on page 21)
   c. Teacher graphic organizer timeline for activities (found on page 23)

3. Task: Journaling
   a. Given a set of primary objects, students will determine “What it is?” using a complete topic sentence to write a hypothesis. Students write at least two supporting details to answer “Why?” they believe their deduction is correct. Pictures 3-13 are examples of artifacts or reproductions from the Jamestown era. Other items may be found at:

   http://www.history.org/Historyteaching The Colonial Williamsburg home page for teachers, click on slide shows. Tools of the Trade and Goods of the Trade are slide shows that show artifacts from early colonial times.

   The Powhatan Indians by Melissa McDaniel (1996)

   Differentiated options:
   a. (High differentiated activity) Use online and library research to support or refute the hypothesis.
   b. (Medium differentiated activity) Use Moments in Time: Jamestown at http://www.unitedstreaming.com to verify Jamestown artifacts. Ten video segments for a total of 50 mins. take students through Jamestown life using William M. Kelso’s archaeological findings.

   Videos include:
   Intro: Jamestown; Against All Odds 2.18 min.
   Archaeological Dig at Jamestown, Virginia 2.18 min
   Landing in Virginia and John Smith’s Leadership 5.09 min
   First Indian Attack 2.58 min
   Trading With the Powhatan Indians 6.26 min
   Relations between Indians and Settlers 4.55 min
   Relations among the Settlers 7.38 min
   The Starving Time: The Winter of 1609 8.08 min
   Shakespeare’s Connection to Jamestown 4.35
   Lord Delaware and Tobacco 7.35 min

Activity Five: Use primary and/or secondary sources to research a colonial trade (job).

1. Key vocabulary
   a. trade – job
   b. tools of the trade
   c. material used in the trade

2. Material:
   a. Student checklist for analyzing objects (found on page 22)
   b. Teacher graphic organizer timeline for activities (found on page 23)

3. Background knowledge in citing sources

4. Gradual release to find sources (I do, we do, you do modeling)
5. Key trade characters

Baker    Harnessmaker
Basketmaker    Milliner
Blacksmith   Printer
Brickmaker   Rural trades
Cabinetmaker   Silversmith
Carpenter   Tailor
Clockmaker   Weaver
Cooper   Wheelwright
Founder

6. Task: Students will assume the role of a real period trade person in colonial Jamestown to explain daily living for that person using a display board or a multi-paragraph paper to support their findings. Include an interpretation of how the environment, events, training, social and marital status, and gender affected the choices of the period person.

Process:

a. Students will use online and library resources to:
   1. Choose an artifact from colonial Jamestown and research what trade used or made the object.
   Some suggested sources:
   Colonial Williamsburg home page for teachers, http://www.history.org/Historyteaching click on slide shows. Tools of the Trade and Goods of the Trade are slide shows that show artifacts from early colonial times.

   2. Find other related tools, colonial clothing, and education needed for that particular trade.
      2a. research primary and secondary sources that support their findings by using artifacts, documents, photographs, and manuscripts
      2b. use pictures, objects, and words to support their findings (i.e. not all pictures, vary descriptors)
      2c. cite primary and secondary sources correctly
   3. Answer how period events, the Virginia environment, the person’s education, social and marital status, and gender affected their choice of trade, political involvement, and alliances.

Presentation Guidelines:

a. Students must research their trade enough to answer questions from the class.
b. Students must stay in persona during questioning.
c. Students will rehearse their presentation.
d. Students will make a script for display board option.

For more information see the OSPI website under social studies assessment link; http://www.k12wa.us/assessment/WASL/SocialStudies/default.aspx The scoring rubric for this CBA is included in this documents and is also on the OSPI website.
Scoring Notes for Secondary Social Studies CBAs (Grades 6 - 12)

The following rules apply when scoring any of the Social Studies Classroom-Based Assessments (CBAs) for grades 6 - 12.

1. **Position**: All CBA responses should include a position. In some cases, such as the “Constitutional Issues” CBA, this position is meant to be persuasive. For other CBAs, such as the “Enduring Cultures” CBA, it is the well-reasoned conclusion that the student has drawn about the cultures being examined. In both cases, however, the response must do more than simply restate information. Instead, every CBA response should make a case or argument for looking at a particular issue, topic, or event in a particular way.

2. **Explanation and Analysis for Background, Reasons, or Evidence**: Any required explanation or analysis should include at least one specific detail or example as well as the student’s commentary on how the detail or example relates to the position, issue, or topic being addressed in the CBA response. Just providing commentary or just listing specific details is not adequate to earn a response credit for explaining or analyzing something.

3. **Sources**: All CBAs for grades 6 - 12 require responses to use and cite 3 or more sources. To be credited for the use and citation of a source, the response must explicitly address the source within the text and provide enough bibliographic information so that an outside reviewer could find the source (e.g., author, title, and url for an online article) or, at least, be able to corroborate the existence of the source (e.g., informal interviews). The only source for which a student does not need to provide bibliographic information is the U.S. Constitution.

4. **A.C.C.E.**: There are four qualities that any CBA response must have to earn credit. In short, they must be accurate, clear, cohesive, and explicit in addressing the relevant concepts.
   a. **Cohesive**: All parts, paragraphs, or sections of a CBA response must fit together in one cohesive whole. If it is so disjointed that an outside reviewer would not be able to gather the overall position, it cannot earn credit.
   b. **Clear**: If an outside reviewer cannot follow the points made in a CBA response due to lack of clarity, it cannot be credited.
   c. **Explicit**: Responses should address concepts and elements required by the rubric in explicit terms. For example, if the rubric requires the response to include a discussion of a particular perspective, it should be clear to an outside reviewer where that discussion is in the response. Credit should not be given to points that require inferences to be made.
   d. **Accurate**: For a response to earn any credit, the information provided for a particular criterion must be accurate. The following is a supplemental criterion to be used in conjunction with CBA’s rubric when the response contains inaccuracies. In sum, a response should earn no more than a “3” for a particular criterion if there are some minor inaccuracies and no more than a “2” for a particular criterion if there are any major inaccuracies.

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Proficient</th>
<th>2 – Partial</th>
<th>1 – Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response contains no inaccuracies</td>
<td>The response contains a few minor inaccuracies that do not contradict or weaken the overall response.</td>
<td>The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.</td>
<td>The response is largely inaccurate.</td>
</tr>
</tbody>
</table>

5. **Writing**: Conventions, organization, and style are not formally evaluated when using the CBA rubric alone. However, OSPI recommends that teachers use a writing rubric to supplement the scoring of responses to the CBAs.

<table>
<thead>
<tr>
<th>Criterion A – Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
</tr>
</tbody>
</table>
| 4 – Excellent | • Develops a historical question. | *Why were Japanese Americans sent to relocation camps during WWII?*  
*After the Attack of Pearl Harbor, many Americans were afraid that Japanese Americans were spying against the United States.* |
### Criterion B – Reasons & Evidence

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Provides one or more reasons for the position supported by evidence. The evidence includes: • An explanation of how three or more primary sources supports the reason(s).</td>
<td>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese - Americans go to relocation camps to protect the United States “against espionage and against sabotage.” Signs were posted in San Francisco in April 1942 posted that forced “all people of Japanese ancestry” out of their homes and into relocation camps. It didn’t matter how long they lived in the US or if they even had ties to people in Japan. In the “Don’t Talk” poster, it tells people not to share information about military movements because Japanese could be listening. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Provides one or more reasons for the position supported by evidence. The evidence includes: • An explanation of how two primary sources supports the reason(s).</td>
<td>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese - Americans go to relocation camps to protect the United States “against espionage and against sabotage.” Signs were posted in San Francisco in April 1942 posted that forced “all people of Japanese ancestry” out of their homes and into relocation camps. It didn’t matter how long they lived in the US or if they even had ties to people in Japan. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Provides one or more reasons for the position supported by evidence. The evidence includes: • An explanation of how one primary source supports the reason(s).</td>
<td>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese - Americans go to relocation camps to protect the United States “against espionage and against sabotage.” Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</td>
</tr>
</tbody>
</table>
### Criterion C – Reasons & Evidence

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
<th>Sample Credited Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Provides evidence for the position using two of the following social science perspectives: geographic, cultural, political, economic, sociological, psychological</td>
<td>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese Americans go to relocation camps to protect the United States “against espionage and against sabotage”. Signs were posted in San Francisco in April 1942 that forced “all people of Japanese ancestry” out of their homes and into relocation camps. It didn’t matter how long they lived in the US or if they even had ties to people in Japan. In the “Don’t Talk” poster, it tells people not to share information about military movements because Japanese could be listening. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Provides evidence for the position using one of the following social science perspectives: geographic, cultural, political, economic, sociological, psychological</td>
<td>After Pearl Harbor, the Americans were afraid that the US would be attacked again. President Roosevelt issued Executive Order 9066 on February 19, 1942. This order made Japanese Americans go to relocation camps to protect the United States “against espionage and against sabotage”. Signs were posted in San Francisco in April 1942 that forced “all people of Japanese ancestry” out of their homes and into relocation camps. It didn’t matter how long they lived in the US or if they even had ties to people in Japan. Americans were scared and didn’t want another attack to happen, so sending the Japanese to these camps helped make them feel safe.</td>
</tr>
<tr>
<td>2 (and below) Partial (Not Meeting Standard)</td>
<td>Provides evidence for the position without using any specific social science perspectives.</td>
<td>Executive Order 9066 was an attempt to protect American soil.</td>
</tr>
</tbody>
</table>

### Criterion D – Referencing & Citing Sources

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
<th>Sample Credited Source Reference &amp; Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excellent (Exceeding Standard)</td>
<td>Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography.</td>
<td>According to the PBS website, the relocation camps were open for over three years (Children of the Camps, <a href="http://www.pbs.org/childofcamp/history/documents.html">http://www.pbs.org/childofcamp/history/documents.html</a>). “Children of the Camps: Internment History.” PBS. 2 Sept. 2008<a href="http://www.pbs.org/childofcamp/history/documents.html">http://www.pbs.org/childofcamp/history/documents.html</a>.</td>
</tr>
<tr>
<td>3 – Proficient (Meeting Standard)</td>
<td>Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography</td>
<td>(NOTE: This is only one credited source. To reach proficiency, a response would need to cite and reference THREE sources. In addition, it is recommended that teachers have a designated format for referencing and citing sources.)</td>
</tr>
<tr>
<td>Score (2 and below)</td>
<td>Criterion</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Partial (Not Meeting Standard)</td>
<td>Makes explicit references within the paper or presentation to <strong>two</strong> credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography.</td>
<td></td>
</tr>
</tbody>
</table>
Examples for Activity Two

Pictures

1. Students trace only Jamestown from the satellite view. Transfer template onto a modeling substance.

2. Students trace only Jamestown from the satellite view. Students paint Jamestown using green for land and blue for water.
Pictures for Activity Four: What and why?
(pages 13-20)

3. Powhatan garden platform where a young Powhatan child sat and protected the village garden from birds and other animals (modern day scarecrow). Historical Williamsburg, Virginia. Aug 3, 2008

5. Navigational tool – it helps sailors record how many knots they have traveled and in which direction. Historical Williamsburg, Virginia, Aug 3, 2008


I have taken the Liberty

Dear Sir,

I have taken the liberty to send some boilers down to Rippon to make salt. Nothing should have induced me to take such without first applying to you but the little probability in my situation I have of providing that necessary article and Valentines telling me he would place us where there was need he should be glad to have removed. If I have done amiss be so kind as to let me know it by a line we will desist.

I am

Winsburg Sept 16th 1776  Dear Sir Your affectionate
Betty Randolph

In September of 1776 Betty Randolph took “the liberty to send some boilers down to Rippon to make salt.” In the letter to her Uncle Landon Carter she relates the measures she must take to secure salt since there was “little probability” of her “providing that necessary article” for her household. Did the word boilers refer to the equipment or the slaves who would have had to carry the countless buckets of water from the brackish York River as well as cut the wood mentioned and tend the fires for days upon days?

Before Independence was declared Virginians had inextricably bound themselves to England in a system of trade which continued the need for slave labor to off-set debt and need for necessary articles, such as salt. Now that these bonds were broken Mrs. Randolph, Betty the Cook and the enslaved women on the property would have more difficulty filling
Journal Organizer for Activity Four

1. Identify the type of primary source from the list:
   diaries, newspapers, letters, memoirs, manuscripts, journals, speeches, interviews, and
   objects or artifacts such as works of art, ancient roads, buildings, tools, and weapons

   What kind of primary source? _____________________

   **Topic Sentence (TS)**
   2. Identify the name or purpose of the object using a complete sentence. If you don’t know make a hypothesis (guess)

   What is it?
   __________________________________________________________
   __________________________________________________________

   **Concrete Detail (CD)**
   3. Support your answer with two concrete details (observations you made) that support your TS. Remember to use complete sentences in your answer.

   Why?________________________________________________________
   ______________________________________________________________
   Why?________________________________________________________
   ______________________________________________________________

   **Commentary (CM)**
   4. Extra credit – add an emotion or opinion statement

   Because…___________________________________________________
   _____________________________________________________________
## Student Check list for Analyzing Objects for Activity Five

**Final Product:** Students interpret how the environment, events, training, social and marital status, and gender affected the choices of a Jamestown period person by analyzing primary and secondary sources.

### Concrete Details:

<table>
<thead>
<tr>
<th>What are primary sources?</th>
<th>How does the source affect my understanding of the person’s trade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do they differ from secondary sources?</td>
<td>How does the other information shape choices that the trade person probably needed to make?</td>
</tr>
<tr>
<td>Checking a variety of sources may validate research findings.</td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation / Commentaries**

What information do the artifacts give on period events, the environment, the trade, education needed for the trade, social and marital status of the person, and gender of the trade person?
**Teacher Graphic Organizer Timeline for Activities**

**Week One**

1. Check and or build background information
   - Activity One
   - Build a timeline for America’s explorers and settlers (Vikings – Pilgrims)
   - Activity Two
   - Zone in on Jamestown geographically (where is it, what are the landforms)

   a. Make a 3-D map of Virginia or Jamestown Island
   - Activity Three
   - Spread a rumor – build knowledge about primary and secondary sources

**Week Two**

**Primary Source Practice**

1. What is it and Why? Practice identifying types of primary sources, **Activity Four**
2. Show Moments in Time: Jamestown video (50 mins)
3. Review how to cite sources
4. Show how to surf the net - Gradual Release of Responsibility (GRR)
5. Teach to checklist for analyzing objects
6. Explain and discuss CBA rubric

**Week Three**

1. Students choose an artifact from colonial Jamestown
2. Students research what trade used or made the object.
3. Students research other related tools, colonial clothing, and education needed for that particular trade.
4. Answer how events, environment, education, social and marital status, and gender affected choices of trade person’s political involvement, and alliances.
5. Start organizing and writing paper or display board

**Week Four**

1. Revise, & edit paper or display board
2. Write script for presentation boards.
3. Practice presentation
4. Present

**Special Ed. take another week to finalize & present**
Annotated Bibliography

Colonial Williamsburg home page for teachers. Tools of the Trade and Goods of the Trade, 09.27.08. http://www.history.org/Historyteaching click on slide shows. Slide shows present artifacts from early colonial times. Great for researching information on trade artifacts and life. The site also provides an interactive kid zone for games, activities and slide shows of animals of the historic area, Blackline Masters and teacher’s guide with curriculum standards, quizzes, and map exercise. Lots of historical information that self-contained special education students can access easily.

Kelso, William M. Jamestown: The Buried Truth, University Press, 2006. Findings from archaeological digs provide the reader with background knowledge that explains events that occurred in Jamestown in 1607. The book is a great source for artifact pictures, drawings, and maps.


McDaniel, Melissa. The Powhatan Indians. The Junior Library of America Indians, Chelsea House Publishers, 1996. Great for Powhatan artifacts and drawings. It’s also an easier read for middle school students. Self-contained special education students could also access the information with out in depth reading.

Moments in Time: Jamestown. 10.10.08. http://www.unitedstreaming.com Ten video segments for a total of 50 mins. take students through Jamestown life using William M. Kelso’s archaeological findings.

**Dig Deep CBA – Analyze Primary Sources:** How do primary and secondary sources affect our understanding of history? Special and general education students develop their ability to select appropriate resources when analyzing information for a topic on Jamestown trades (jobs). Students are asked to find a variety of sources to interpret how the environment, events, training, social and marital status, and gender affected the choices of the period person typically in a specific trade. Includes five activities with differentiated instruction options: **Activity One Objective:** Check and or build background information; **Activity Two Objective:** Continue building background information by zoning in on Jamestown geographically; **Activity Three Objective:** Introduce primary and secondary sources; **Activity Four Objective:** Identify the type of primary source – What is it and why? **Activity Five Objective:** Use primary and /or secondary sources to research a colonial trade (job). Students present their final product (display board or written format) in dramatic character of the period person.