THE BIG DIG-JAMESTOWN
A LESSON FOR MIDDLE SCHOOL
SOCIAL STUDIES

Martha Bayle and Leslie Heffernan
Central Valley School District
October 2008

A two week lesson plan for middle school social studies.
# Table of Contents

Overview/Goals 3

Objectives and State Standards 4

Lesson 1: Accessing Resources on the Web 6

Lesson 2: Finding Resources using Print Material 7

Lesson 3: Building Background Knowledge 8

Lesson 4: Choosing a Jamestown Settler of Indian 9

Partner Pair Worksheet 10

Lesson 5: Student Writing Assignment 12

Spool Paper 13

Annotated Bibliography 15
Overview/Goals

**Essential Question:** How does the environment affect choices people make?

**Goal:** The goal is for the student to gain a deeper understanding of the indigenous people as well as the settlers of Jamestown and their relationship to both their surroundings and each other.

This is important because the student will investigate and evaluate the motivation behind:

1. Why early settlers chose this specific area, and
2. How the land, weather and native people affected choices and outcomes

**Importance:** The student will use a variety of sources to investigate and further their knowledge, and gain a deeper understanding of the people and environment.

Students will apply these skills and strategies to:
- Evaluate and authenticate primary and secondary sources
- Notes
- Graphic organizers
- Citations
- Use the steps of the writing process to produce their final product

The essential question will engage students in a hands-on research based project that will allow them the opportunity to discover the link between the critical choices that people make and how those choices affect their livelihoods.
Objectives

Objective 1: Students will use a variety of resources, including primary and secondary historical documents and will be able to evaluate their authenticity.

Objective 2: Students will develop the skills necessary to cite from a variety of sources.

Objective 3: Students will complete a web quest to gain a deeper understanding of how the colonists made decisions when arriving at Jamestown.

Objective 4: 
1. After reading a variety of sources, students will choose and adopt the persona of one Jamestown-era individual.
2. Students will deliver a presentation based on their reading, research and knowledge of the chosen individual.

Objective 5: Using a spool paper, students will write a multi-paragraph essay summarizing their learning.

State Standards

History EALR 4.3.1: Analyzes and interprets historical materials from a variety of perspectives.

- Students will evaluate whether or not the system of power affected the success of the colony, as stated in objectives 1 and 3.

History EALR 5.2.1: Creates and uses research questions to guide inquiry on social studies issues and historical events.

- Students will analyze the relationship between the actions of people in Jamestown and the ideals outlined in the Charter, as stated in objectives 1, 2, 3 and 4.

Geography EALR 3.2.2: Students understand the interactions between humans and environments.

- Students will understand and analyze how the environment has affected people and how people have affected the environment in Jamestown, as stated in objectives 1 and 4.
**Reading 2.1.5:** Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions.

- Ask students to use a graphic organizer to support conclusions made about a person’s use of the environment, as stated in objective 1.

**Reading 2.1.7:** Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text.

- Students will summarize information in a graphic organizer as they try to determine the factors that caused success or failure, as stated in objectives 1 and 3.

**Reading 3.1.1:** Analyze a variety of resources (use them to perform a specific task or investigate a topic)

- Use information from various sources to investigate a topic as stated in objectives 1-4.

**Writing 2.2.1** Demonstrates understanding of different purposes for writing.

- Writes to analyze informational texts e.g., explains the results of a character’s actions, as stated in objectives 1, 3 and 5.

State Dig Deep Rubric:
[http://www.k12.wa.us/Assessment/WASL/SocialStudies/BridgingDocuments/MiddleSch08/ScoringGuide-MSDigDeepAnalyzingSourcesCBA.pdf](http://www.k12.wa.us/Assessment/WASL/SocialStudies/BridgingDocuments/MiddleSch08/ScoringGuide-MSDigDeepAnalyzingSourcesCBA.pdf)
Lesson #1
Accessing Resources on the Web

Objective: Students will begin to identify and evaluate quality primary and secondary sources online.

Information/Materials:
- Teacher Librarian will introduce major websites and teach students how to access them on the Internet that hold primary and secondary source documents. See annotated bibliography for resources.

Activity:
- In the library students will see a variety of primary and secondary sources to build background knowledge, leading to student practice in identifying the type of source, and evaluating its authenticity and origination.
- Using the attached graphic organizer, students will find and cite two primary sources and two secondary sources using electronic media.

Evaluation:
- Teacher will evaluate student graphic organizers based on quantity and quality of student gathered information.

MLA Citation worksheet: Book
http://secondary.oslis.org/research/citesource/mla-citation-worksheets/PRBook1and2authors-elem.pdf?plone_skin=OSLIS+Secondary+Theme

MLA Citation Worksheet: Internet Resource:

Using Primary Resources on the Web:
http://www.lib.berkeley.edu/instruct/guides/primarysources.html
Lesson #2
Finding Resources Using Print Material

**Objective:** Students will begin to identify and evaluate quality primary and secondary sources using print material.

**Information/Materials:**
- Teacher will gather primary and secondary source print examples to share with students from local and school libraries.
  - Samples: John Smith Book
  - Encyclopedia of Native Americans
  - Pocahontas’s People

**Student Activity:**
- Teacher will introduce primary and secondary print sources using documents from the APVA and local and school libraries to develop and activate background knowledge. Accessing a variety of print resources, students will expand and deepen their comprehension of the validity of primary and secondary sources, leading to further proficiency in identifying and evaluating the authenticity and origination of these sources.

- Students will find and cite two primary and two secondary sources again using the citation worksheet.

**Evaluation:** Teacher will evaluate student graphic organizers based on quantity and quality of student gathered information.
Lesson #3
Building Background Knowledge

Objective:
- Using the web quest found at http://www.historyglobe.com/jamestown, students will become settlers or Indians in historic Jamestown. Accessing this web quest will offer students the opportunity to experience their own decision making as it compares with the original settlers, multiple times. This experience will broaden their understanding and build background knowledge of the events and relationships during this time period. Reading the evaluations of their decisions and comparing their success rate to that of the original settlers affords students the unique knowledge to become an early Jamestown settler.

Information/Materials:
- Student Computers, printer

Student Activity:
- Students will log on to computers and follow the directions in the web quest. Students will read all information on every screen (ask a Colonist, Ask a Native, or Consult the Charter) and follow the directions on each prompt. As decisions and choices are made and the quest is completed, students will print out an “Evaluation of your decisions” sheet and a “Compare your choices to what the real Jamestown colonists did” sheet.

Evaluation:
- Students will write a short (one to two paragraphs) summary synthesizing the decisions they made with the decisions of the actual colonists.

***Teacher Note: Experience the web quest before students are allowed access. Print out the “Evaluations and Decisions” page and the “Compare your choices to the real Jamestown colonists choices” page to show as examples of what students are expected to produce from this experience.
Lesson #4
Choosing a Jamestown Settler or Indian

Objective: In partners, students will choose an actual early Jamestown settler or Indian. Students will learn about this person using electronic and print media (including primary and secondary sources), and develop and share a presentation about how the environment affected a person’s life with the class in an oral presentation.

Activity:
Students will choose from the following people:

**Settlers**
- John Smith
- George Percy
- Bartholomew Gosnold
- John Rolfe
- Edward Maria Wingfield

**Indians**
- Powhatan
- Pocahontas
- Opechancough

Categories to be covered:
- Food
- Shelter
- Daily Life
- Relationships
- Health

Environment affects the following:

<table>
<thead>
<tr>
<th>Food</th>
<th>Shelter</th>
<th>Daily Life</th>
<th>Relations</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using sources, students will fill in the chart with examples.

Evaluation: Students will present their findings to the class along with a self reflection summary that details how the environment affected choices made as well as a citation sheet.

Online source options:
- [http://avalon.law.yale.edu/17th_century/va01.asp](http://avalon.law.yale.edu/17th_century/va01.asp)
- [http://fredericksburg.com/News/FLS/Projects/JohnSmith/Day1_Diary](http://fredericksburg.com/News/FLS/Projects/JohnSmith/Day1_Diary)
- [www.apva.org/history/pocahont.html](http://www.apva.org/history/pocahont.html)
- [www.virtualjamestown.org/Powhat1.html](http://www.virtualjamestown.org/Powhat1.html)
- [http://powhatan.wm.edu/](http://powhatan.wm.edu/)
Choose one of the following historical figures. Using primary and secondary sources, find out as much information as you can about that person.

**Settlers**
- John Smith
- George Percy
- Bartholomew Gosnold
- John Rolfe
- Edward Maria Wingfield

**Indians**
- Powhatan
- Pocahontas
- Opechancough

Environment affects the following:

<table>
<thead>
<tr>
<th>Food</th>
<th>Shelter</th>
<th>Daily Life</th>
<th>Relations</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now it’s time to debrief and write about what you have learned regarding how the environment affected this person’s life. Using the steps of the writing process complete the following worksheet and create a multi-paragraph essay.

The person we chose ____________________________

Apply two or more of the following questions to create a summary. Think specifically about the environment. Make connections with the information you learned while researching your person to geography, weather, climate, water sources, and land fertility.

The food they grew or hunted:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Shelter they used:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Daily life:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Relationships with others:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Health:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Lesson #5
Student Writing Assignment

Objective:
• Students will be able to write a multi-paragraph essay that includes an introduction, body paragraphs and a conclusion. Student essays will summarize the learning the student has achieved during previous lessons about Jamestown and the Big Dig. Using prior knowledge about the writing process, students will elaborate, and comment on the person they have researched.

Activity:
• Students will use the spool paper to graphically organizer their introductions, topic sentences, concrete details (elaboration), commentary (own thoughts/opinions/reactions), concluding sentences and concluding paragraphs.

Evaluation:
• OSPI recommends using a writing rubric to supplement the scoring of responses on the CBAs, so the Central Valley School District rubric for district writing assessments will be used.
• Dig Deep Rubric will be used to score responses.

Writing Rubric p. 1 (Central Valley School District generated)
Writing Rubric p. 2
3. Commentary (GREEN): ____________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

1. Concluding Sentence (BLUE): ____________________________
   ______________________________________________________________________

Body Paragraph Three:

   Body Paragraph One:
1. Topic Sentence (BLUE): _____________________________________
   ______________________________________________________________________
   2. Concrete Detail (RED): _____________________________________________
      ______________________________________________________________________
   3. Commentary (GREEN): ____________________________
      ______________________________________________________________________
   3. Commentary (GREEN): ____________________________
      ______________________________________________________________________
   2. Concrete Detail (RED): _____________________________________________
      ______________________________________________________________________
   3. Commentary (GREEN): ____________________________
      ______________________________________________________________________
   3. Commentary (GREEN): ____________________________
      ______________________________________________________________________

   1. Concluding Sentence (BLUE): ____________________________
      ______________________________________________________________________

Concluding Paragraph (BLACK):
Restate Thesis____________________________________________
   ______________________________________________________________________
Conclusion:____________________________________________________________
   ______________________________________________________________________

This original charter outlines the plan by King James to colonize the New World.


Describes the colonization of America by England, and how its first successful colony, in Jamestown, Virginia, managed to survive and then thrive.


John Smith kept a journal during 1624 of his life and activities. Middle level readers can easily digest this information and build background knowledge. This is a general historical document that will motivate students to dig further to expand their learning and understand a real primary source document.


This wonderfully student-friendly, interactive web quest allows students to learn about and make decisions for the Jamestown colonists and Indians. Students must navigate through dangerous waters, choose shelter, food and decide how they will interact with the Indians. The outcome of this web quest is a report based on student choices and compares those choices to the actual historical record.


Captain John Smith tells the real story behind the swashbuckling character who founded the Jamestown colony, wrote the first book in English in America, and cheated death many times by a mere
hairbreadth. Based on rich primary sources, including Smith's own writings and newly discovered material, this enlightening book explores Smith's early days, his forceful leadership at Jamestown that was so critical to its survival, and his efforts upon his return to England to continue settlements in America. This unique volume also reveals the truth behind Smith's relationship with Pocahontas, a tale that history has greatly distorted. Bringing to life heroic deeds and dramatic escapes as well as moments of great suffering and hardship, Captain John Smith serves as a great testament to this important historical figure.

“Jamestown 400,” Media General, Richmond, Virginia,  

This is another web site that offers middle school readers the opportunity to explore Jamestown as it was 400 years ago. Not too terribly packed with information, but what is there is factual and useable at this level. It really helps to build background knowledge.


Among the 600 life stories presented here are, of course, those of Sitting Bull, Red Cloud, Geronimo, Black Elk, Chief Joseph, Tecumseh and the handful of other American Indians whose names are household words. “Choosing the other 90 percent of the entries involved judgment calls and the diligent mining of many obscure sources,” authors Bruce Johansen and Donald Grinde write in their introduction to this fine 463-page reference book. “We chose to include non-Indians who have been important to Native Americans, one way or another.” Some readers might wonder why a particular individual—such as Joseph James “Jocko” Clark (1893-1971), part Cherokee, who rose to commander of the Seventh Fleet—was left out, but most readers will simply marvel at the amount of well-researched information about prominent and lesser-known Indian chiefs, explorers, artists, writers, athletes, scientists, etc., that is packed in one volume. Admirers of what Crazy Horse and other Sioux leaders did at the Little Bighorn might want to check out the “Little Turtle (Michikinikwa)” entry as a change of pace. On November 4, 1791, in what is now Ohio, the Miami-Mohican chief led a coalition of 1,200 Indians to victory over 1,400 soldiers under General Arthur St. Clair. Little Turtle’s force, according to the entry, “killed roughly nine hundred of St. Clair’s men, the largest single battlefield victory by an American Indian force in history.”

The Jamestown story needs retelling, says NYU historian Kupperman (*Providence Island*) not just because 2007 marks the 400th anniversary of its settlement. It also needs retelling because Americans tend to locate our origins in Plymouth and distance ourselves from Jamestown, which we associate with "greedy, grasping colonists" backed by "arrogant" English patrons. The first decade of Jamestown’s history was messy, admits Kupperman, but through that mess, settlers figured out how to make colonization work. Plymouth, in fact, benefited from the lessons learned at Jamestown. What is remarkable is that a colonial outpost on the edge of Virginia, in a not very hospitable location, survived at all. Kupperman, of course, shows how the colonists negotiated relationships with Indians. But her more innovative chapters focus on labor. Colonists began experimenting with tobacco, and colonial elites gradually realized that people were more willing to work when they were laboring for themselves. Backers in England began to think more flexibly about how to create colonial profits. But the dark side of this success story is the institution of indentured servitude, which proved key to Jamestown’s success.


This website details the life and times of Pocahontas, an Indian princess daughter of Powhatan. Her story will be interesting to middle school students as well as spark their thirst for more knowledge about her connection to the early history of our great nation.


The author traces the story of the Powhatan Indians of Virginia from their first contact with the English colonists at Jamestown in 1607, to their present way of life and relationship to the state of Virginia and the federal government. xii, 404 pages with 29 illustrations, 11 maps, extensive notes, bibliography, and index.

Although this website is very full of information about Chief Powhatan, it is a bit wordy and “heavy” for the middle school learner. However, the information contained in this website is vital to student’s background knowledge of the early days of Jamestown.


This interesting account of the village of Werowocomoco was the residence of the Virginia Algonquin chief Powhatan and the political center of the Powhatan chiefdom during the early 1600’s. Lynn and Bob Ripley own the site and allow archaeologists to visit and research the property. Students will develop and deepen their knowledge of Chief Powhatan while navigating through this website.
The Encyclopedia of Native American Biography
Six Hundred Life Stories of Important People from Powhatan to Wilma Mankiller
Bruce E. Johansen and Donald A. Grinde, Jr.
Foreword by Doug George-Kanentiio
CAPTAIN JOHN SMITH

JAMESTOWN AND THE BIRTH OF THE AMERICAN DREAM

DOROTHY AND THOMAS HOOBLER
MLA Secondary Citation Worksheet

Student’s Name: ______________________________________

**Print**

**Book – one author**


<table>
<thead>
<tr>
<th>Author’s Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Book Title</th>
<th>Place of Publication (add state if lesser known city)</th>
<th>Publisher</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Book – no author**


<table>
<thead>
<tr>
<th>Book Title</th>
<th>Place of Publication (add state if lesser known city)</th>
<th>Publisher</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Book – two, three or more than three authors**


<table>
<thead>
<tr>
<th>Author’s Last Name (list all)</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Book Title</th>
<th>Place of Publication (add state if lesser known city)</th>
<th>Publisher</th>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electronic Encyclopedia Article - online database


<table>
<thead>
<tr>
<th>Author’s Name (Last, First, MI)</th>
<th>“Title of Article”</th>
<th>Encyclopedia Name</th>
<th>Publication Date (if known)</th>
<th>Pages (if listed)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Database Name</th>
<th>Database Service</th>
<th>Subscribing library/ location</th>
<th>City, State (abbreviation)</th>
<th>Date Accessed</th>
<th>Database Service URL</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Score</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td><strong>Focus</strong> is narrowly maintained on the theme/main idea/thesis/position. <strong>Ideas</strong> are purposefully &amp; strongly elaborated with important, relevant and specific details; (examples, anecdotes, reasons, and/or facts). <strong>Message</strong> shows insight, clarifies thought, goes beyond the obvious, answers questions, and/or draws upon personal experiences.</td>
<td><strong>Focus</strong> is broadly maintained on the theme/main idea/thesis/position. <strong>Ideas</strong> are adequately developed with relevant details; (examples, anecdotes, reasons and/or facts). <strong>Message</strong> represents predictable or obvious thoughts.</td>
<td><strong>Focus</strong> is inconsistently presented on the theme/main idea/thesis/position. <strong>Ideas</strong> are supported with general details or examples that may not be relevant; weak development is present. <strong>Message</strong> has unclear thoughts that may require interpretation to make sense.</td>
<td><strong>Focus wanders</strong> or little is provided on the theme/main idea/thesis/position. <strong>Ideas</strong> are unconnected statements, lacking in relevance and focus, or interfering with meaning. <strong>Message</strong> is missing or random thoughts that make no discernible point.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td><strong>Introduction</strong> uniquely presents the theme/main idea/thesis/position and draws the reader in with strong sense of direction. <strong>Middle</strong>: events/supporting ideas/ reasons are purposefully arranged in a logical pattern that clearly fit together the theme/main idea/thesis/position. <strong>Transitions</strong> (between/within paragraphs) clearly provide cohesion that covers the bulk of the text or intentionally signals/implies an emphasis on relationship connections. <strong>Conclusion</strong> provides thought-provoking resolution, closure, or call for action.</td>
<td><strong>Introduction</strong> presents the theme/main idea/thesis/position and provides the reader with direction. <strong>Middle</strong>: events/supporting ideas/ reasons are prepared in a reasonable pattern to show the theme/main idea/thesis/position. <strong>Transitions</strong> (between/within paragraphs) show, signal, or maintain basic and sequencing connections. <strong>Conclusion</strong> summarizes or ties up loose ends.</td>
<td><strong>Introduction</strong> restates the title or prompt, is unclear, or provides reader with only a little sense of direction. <strong>Middle</strong>: events/supporting ideas/reasons are loosely patterned to outline the theme/main idea/thesis/position. <strong>Transitions</strong> (between/within paragraphs) are telling/sequencing connections. <strong>Conclusion</strong> is limited, restates introduction, or is without purpose.</td>
<td><strong>Introduction</strong> is missing and needed for meaning, leaving reader with no direction. <strong>Middle</strong>: events/supporting ideas/reasons are randomly or illogically ordered and do not shape the theme/main idea/thesis/position. <strong>Transitions</strong> (between/within paragraphs) are incorrectly used, omitted, or repetitive in use. <strong>Conclusion</strong> is missing; text abruptly ends.</td>
</tr>
<tr>
<td>STYLE</td>
<td><strong>Sentences</strong> vary widely with beginnings, length, and/or structure, flow easily/have cadence, and invite reading aloud. <strong>Word choice</strong> is vivid, precise, or makes writing memorable; is natural and never overdone; and uses various active verbs. <strong>Voice</strong> is engaging, confident, shows commitment, and/or takes a risk; tone hooks and audience/purpose is strongly addressed.</td>
<td><strong>Sentences</strong> vary in beginnings, length, and/or structure, usually flow smoothly, and are easily read aloud. <strong>Word choice</strong> is appropriate or functional, strengthens writing, and shows use of active verbs <strong>Voice</strong> shows tone of commitment to hook the reader (reader-writer interaction evident) and audience/purpose is addressed.</td>
<td><strong>Sentences</strong> vary some in beginnings, length, and/or structure, may be awkward and troublesome to read aloud. <strong>Word choice</strong> is limited, does not enhance writing, may show thesaurus overload, and/or mostly uses passive verbs. <strong>Voice</strong> shows distracted commitment; tone is inconsistent (reader yet to be &quot;invited in&quot;) about audience/purpose.</td>
<td><strong>Sentences</strong> are similar in beginnings, length, and/or structure; no/minimal &quot;sentence sense&quot; or does not invite reading aloud. <strong>Word choice</strong> shows redundancy, is incorrect/has omissions, or confuses and weakens the writing. <strong>Voice</strong> is lacking or limited due to inadequate commitment; tone is that of boredom (reader is &quot;turned away&quot;) and audience/purpose is not addressed.</td>
</tr>
</tbody>
</table>

**GLEs 3.2.1, 3.2.2 3.2.3**

- **Sentences**
- **Word Choice**
- **Voice**
<table>
<thead>
<tr>
<th>Score</th>
<th>4 Advanced Strong</th>
<th>3 Proficient Sufficient</th>
<th>2 Basic Weak</th>
<th>1 Below Basic Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Ideas are strongly elaborated.</td>
<td>Ideas are sufficiently elaborated.</td>
<td>Ideas are supported with weak details.</td>
<td>Ideas are insufficient and not connected.</td>
</tr>
<tr>
<td>GLE 3.1.1</td>
<td>Intended Focus is strongly maintained.</td>
<td>Intended Focus is sufficiently maintained.</td>
<td>Intended Focus is inconsistently maintained.</td>
<td>Focus wanders.</td>
</tr>
<tr>
<td>• Ideas</td>
<td>Message shows clarity and insight.</td>
<td>Message is clear and predictable.</td>
<td>Message is unclear.</td>
<td>Message is missing.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Introduction gives a strong sense of direction.</td>
<td>Introduction gives a sufficient sense of direction.</td>
<td>Introduction is weak or restates the prompt.</td>
<td>Introduction is missing.</td>
</tr>
<tr>
<td>GLE 3.1.2</td>
<td>Middle: Ideas are purposefully arranged in a logical pattern.</td>
<td>Middle: Sequence of ideas shows sufficient logic.</td>
<td>Middle: Sequence of ideas shows weak logic or listing.</td>
<td>Middle: No logical sequence of ideas.</td>
</tr>
<tr>
<td>• Introduction</td>
<td>Transitions: Strongly connect ideas.</td>
<td>Transitions: Sufficiently signal connections.</td>
<td>Transitions: Weakly connect ideas.</td>
<td>Transitions: Are used incorrectly, omitted or repetitive.</td>
</tr>
<tr>
<td>• Middle</td>
<td>Conclusion: Insightful, thought-provoking, strong sense of closure.</td>
<td>Conclusion: Sufficiently summarizes main ideas.</td>
<td>Conclusion: Weak, merely restates the introduction.</td>
<td>Conclusion: Missing; abruptly ends.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Word Choice is vivid, precise. Uses active verbs.</td>
<td>Word Choice is correct but not engaging. Mostly uses active verbs.</td>
<td>Word Choice is weak, not exciting. Inconsistent use of active verbs.</td>
<td>Word Choice is incorrect, confuses or weakens the writing. Over uses passive verbs.</td>
</tr>
<tr>
<td>GLE 3.2.1, 3.2.2, 3.2.3</td>
<td>Sentences use a wide variety of lengths, beginnings and structures.</td>
<td>Sentences show little variety in length, beginnings and structure.</td>
<td>Sentences are similar in length, beginnings and structure.</td>
<td>Sentences are similar in length, beginnings and structure.</td>
</tr>
<tr>
<td>• Word Choice</td>
<td>Voice reflects a strong sense of the writer’s personality, insight and feelings for the purpose and audience.</td>
<td>Voice: Writer’s personality, insight and feelings for the purpose and audience are apparent.</td>
<td>Voice reflects an incomplete sense of the writer’s personality, insight and feelings for the purpose and audience.</td>
<td>Voice is absent. Shows limited or no commitment. Shows no connection to the purpose or the audience.</td>
</tr>
<tr>
<td>• Sentences</td>
<td>Voice is correct.</td>
<td>Voice is mostly correct.</td>
<td>Voice is inconsistently applied.</td>
<td>Voice is missing or incorrect.</td>
</tr>
<tr>
<td>• Voice</td>
<td>Punctuation is correct.</td>
<td>Punctuation is mostly correct.</td>
<td>Punctuation is inconsistently applied.</td>
<td>Punctuation is missing or incorrect.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Usage of standard English is correct.</td>
<td>Usage of standard English is mostly correct.</td>
<td>Usage of standard English is inconsistently correct.</td>
<td>Usage of standard English is mostly not correct.</td>
</tr>
<tr>
<td>GLE 3.3.1 to 3.3.7</td>
<td>Spelling is correct for common and difficult words.</td>
<td>Spelling is mostly correct for common and difficult words.</td>
<td>Spelling has basic rule errors for common words (i.e. didn’t, tripped, racying) and nearly correct spellings for difficult words (i.e. desolated, another). Meaning is not lost.</td>
<td>Spelling shows invented spelling. Reading is difficult or meaning is lost.</td>
</tr>
<tr>
<td>• Usage</td>
<td>Capitalization is correct.</td>
<td>Capitalization is mostly correct.</td>
<td>Capitalization is inconsistently applied.</td>
<td>Capitalization is missing or incorrect.</td>
</tr>
<tr>
<td>• Spelling</td>
<td>Punctuation is correct.</td>
<td>Punctuation is mostly correct.</td>
<td>Punctuation is inconsistently applied.</td>
<td>Punctuation is missing or incorrect.</td>
</tr>
<tr>
<td>• Capitalization</td>
<td>Paragraphs are used to organize, clarify meaning and are indicated correctly and consistently.</td>
<td>Paragraphs are present but purpose is not clear. Some paragraphs are indicated incorrectly.</td>
<td>Paragraphs are missing. Incorrectly used or incorrectly indicated.</td>
<td>Paragraphs are missing. Incorrectly used or incorrectly indicated.</td>
</tr>
</tbody>
</table>
Choose one of the following historical figures. Using primary and secondary sources, find out as much information as you can about that person.

**Settlers**
- John Smith
- George Percy
- Bartholomew Gosnold
- John Rolfe
- Edward Maria Wingfield

**Indians**
- Powhatan
- Pocahontas
- Opechancough

Environment affects the following:

<table>
<thead>
<tr>
<th>Food</th>
<th>Shelter</th>
<th>Daily Life</th>
<th>Relations</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now it’s time to debrief and write about what you have learned regarding how the environment affected this person’s life. Using the steps of the writing process complete the following worksheet and create a multi-paragraph essay.

The person we chose ________________________________

Apply two or more of the following questions to create a summary. Think specifically about the environment. Make connections with the information you learned while researching your person to geography, weather, climate, water sources, and land fertility

The food they grew or hunted:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Shelter they used:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Daily life:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Relationships with others:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Health:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________