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Integrating Archaeology into  
American History & Culture Studies  
K-12 Education  
Summer Seminar Series 2005

**Lesson Title:**

- Jamestown: A brief history, along with insight into what archaeological artifacts can tell us about the lives of the people that lived there, and the influence of trade, both globally & locally.

**Grade:**

- 8<sup>th</sup> Humanities Center Program at Roberto Clemente Middle School

**Class/Duration:**

- Four days of pre-fieldtrip research
- Fieldtrip on Friday-Oct. 14, 2005
- Two days of post-field trip processing/disseminating
- One day for summative assessment

**VSC Standard and Indicator:**

- Students will understand the global influence of the pre-colonial and colonial eras of the first permanent English settlement in America by researching and examining archaeological discoveries.

**Objective:**

- Trace the history, and explain the significance of early European conquests, colonization, and business ventures of Jamestown.

## Vocabulary:

- Powhatan Indians
- hafted biface
- triangular biface
- Algonquian Indians
- The Virginia Company of London
- The Virginia Company of Plymouth
- charter
- mercantilism
- "faire bay"
- aglet
- lead cloth seals
- spatula mundani
- earthenware
- stoneware
- lapidary beads
- brackish water
- palisade
- bulwark
- "soil stains"
- crucible
- indentured servants
- The House of Burgesses

✚ Note: vocabulary list will be ongoing throughout study of Jamestown, and could change at anytime.

## Materials:

- Creating America-A History of the United States Textbook
- Computer lab
- Busses for the fieldtrip

## Teacher Background:

- Seven years experience as a seventh grade social studies teacher.
- Have taken enough courses to earn my Master's equivalency.
- Took Integrating Archaeology into American History and Culture Studies K-12 Education-Summer 2005

## Lesson Development:

- Engage the child-
  - ❖ Introduction to Jamestown/archaeology
  - ❖ Activate prior knowledge about the topic
  - ❖ Introduce key figures in the settlement of Jamestown:
    - [Chief Powatan](#)
    - [Captain John Smith](#)
    - [Pocahontas](#)
    - [John Rolfe](#)
    - [William Strachey](#)
  - ❖ Build enthusiasm about our upcoming fieldtrip to Jamestown
  
- Conduct Investigation-
  - ❖ Read pgs. 69-72 from Creating America Textbook
  - ❖ Read & conduct research from the following website:  
<http://www.apva.org/jr.html>=Jamestown Rediscovery
  - ❖ Give vocabulary words as either a class or homework assignment
  - ❖ Have students inquire about the influence of the global commerce in terms of archeological discoveries at Jamestown.  
<http://www.apva.org/ngex/things.html>
  
- Discuss-
  - Through researching from the above website and by asking probing questions students will be able to explain the significance of the global influence of the pre-colonial and colonial eras of the first permanent English settlement in America by researching and examining archaeological discoveries.
    - ✚ Note-examining the archaeological artifacts will take place on the fieldtrip to Jamestown
  
- Report Findings-
  - After conducting pre-fieldtrip research, experiencing Jamestown through an interactive fieldtrip, students will answer important questions in order to be prepared for an assessment.

### Assessment:

- Once I feel everything has been covered completely a summative assessment will be given, and it will most likely be geared around written responses.
  - BCR's=brief constructed response
  - ECR's=extended constructed response
- I will make this up at a later date based on the material covered.

### Closure:

- There won't really be any closure on this lesson, because it will lead right into the next phase of colonial America.
- Examples:
  - The House of Burgesses
  - Bacon's Rebellion in 1676

### Extension:

- I always make extensions to events that happened in world history leading up to, during, and after the time period in which the students are learning about.
- Examples:
  - motivation for exploration provided by the Crusades
  - motivation for exploration provided by the Renaissance
  - motivation for exploration provided by the Reformation
  - the impact of New World discovery on Native American societies
  - economic motivation (joint-stock companies and mercantilism)
  - the influence of the Conquistadors
  - St. Augustine
- Making connections/extensions is crucial if students are to understand the unfolding of world history, and in order to grasp the "big picture."
- Also, I always try to include the economic, political, social, cultural and geographic impact when teaching a lesson.

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## JAMESTOWN FORT:



## REDISCOVERED

*"Jamestown Rediscovery artifact collection numbers over 150,000 objects and is beginning to fill in the gaps of what we know of Jamestown's past. These objects reflect trade among England, other countries, and the New World, patterns of warfare, day-to-day survival, wealth and status in the early colony."*

Beverly Straube

Curator  
Jamestown Rediscovery