400 years ago in May 1607, the Virginia Company’s three ships landed in Virginia and founded the first permanent British settlement in North America. Anxious to find a route to the Far East, the infamous Northwest Passage, and with hopes of gold and riches the settlers persevered in the face of many obstacles.

Activities in this guide use many primary sources including ships’ manifests, documents, maps, and diaries. These glimpses into the historical facts as they were recorded at the time by the people directly involved, allow students to become familiar with the attitudes and beliefs of the times as well as the historical events.

This guide includes activities, information, visuals, topics for discussion, a bibliography of print and non-print materials, Web resources and supplementary ideas for classroom discussions, and links to web resources for students along with links to teacher materials which may be helpful for data retrieval.

It is hoped that here, as in any unit teaching about the Native Americans and African Americans that teacher and students are sensitive to cultural differences and the bias inherent in original documents.
USING THE JAMESTOWN 1607 SITE

CURRICULUM TIE-INS
Materials on the site and lessons could be used with social studies, history, government classes, or adapted to book club discussions. Some of the fiction titles suggested would work well as book club or literature circle books.

LESSONS
Though many people still prefer to think of history as a linear subject, activities on the site may be used in the order presented or taken out of sequence. Teachers may find that some of the suggested activities would work well with another part of the guide. The ideas and framework are there to serve as a catalyst. Teachers know their own students best.

While many facts are included in the activities and materials presented, it is not the goal of this guide to encourage memorization of facts and statistics; rather that students and teachers grow in their understanding of the complexity of the endeavor of the Virginia Company and the effects settlement had on the Native Americans living in the area. Another area addressed is the impact felt by both the English and Powhatan peoples when Africans were brought to Jamestown as slaves and the Africans unique struggle to make new lives for themselves in this new land. Critical thinking often raises more questions than are answered. The materials presented here lend themselves to open-ended questions and discussions. It is hoped that the students themselves raise questions about the topic and use the research process to gain more insights into the topics, and perhaps find some of the answers.

Lessons are geared toward sixth grade students in elementary or middle schools, but with some adaptations they could be used in high school or with fifth grade. It is assumed that the students would have some familiarity with European, World and American History either through social studies/history classes or materials they had read. Information on the site and in the event boxes can be used alone, or with existing social studies/history curriculum.
GOALS
Each state has its own curriculum goals and standards for social studies and history. The ten themes identified in the National Council of Social Studies of the NCSS Standards include: Culture; Time, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; and Civic Ideals, and Practices. (NCSS Bulletin 99, 2002, p.9) (www.socialstudies.org)

ASSESSMENT AND EVALUATION
Both formative and summative assessment is encouraged. Rubrics, one way to assess learning may be developed by each teacher or accessed at: www.rubrics4teachers.com or www.teach-nology.com/wec_tools/socialstudies Participation, group discussion, historical accuracy, journals, and data collection might be areas included by individual teachers for evaluation.
CHAPTER ONE

ACTIVITY ONE - MAP OF NEW WORLD AND EUROPE

Using the interactive map of the New World and Europe,

ask students to compare the change and number of countries involved in trading and exploration of the New World in the 15th and 16th centuries. Answer: Students should observe that the number of countries involved grew over time.

The number of countries involved in trading and exploration in the New World during the 15th and 16th centuries changed greatly. Answer: Students should see that the field is becoming more crowded with more countries joining the search for colonies and wealth. They should be able to infer that tensions between countries will escalate because of the race for colonies, trade routes, and other riches.

As the field becomes more crowded and more countries are exploring what are the three most profound changes you see happening in Europe at this time? Answer: Students should be able to infer that as news spread of the New World so did the stories of wealth; new products and foods were introduced in Europe; a new globalism not experienced before developed; and new trade routes were established.
CHAPTER ONE (CONTINUED)

ACTIVITY TWO - SOCIAL CLASSES
Discuss the changes in Activity One from the points of view of the upper, middle, and lower classes of people.

ACTIVITY THREE - NEW WORLD FOODS
New foods from the Americas were one of the things the explorers introduced when they returned home.

Choose one of the foods from the New World, such as chocolate, potatoes, corn, or tomatoes, introduced to Europe by the Spanish and explain how each food changed the lives of people in Europe.

ACTIVITY FOUR - KINGS AND QUEENS AND THE NEW WORLD
Teachers will want to make cards with the names of the kings and queens of the countries exploring the New World, cards with names of the members of the Virginia Company directors and members of the expedition and their professions. Teachers should also include a card for a person conducting an interview. Have students draw cards and research the person whose name appears on it. Students should become as familiar with that person and his role in the expedition as possible and also with details of the why, when, and the purpose of the expedition. Then have the students:

Interview one of the rulers of the countries sending ships to the New World and find out why this enterprise was important to their particular country. These are rulers you might want to interview: King Philip II of Spain; King Ferdinand and Queen Isabella of Spain; Queen Elizabeth I of England; James I of England; Queen Mary of England; Louis XII and Louis XIV of France. Not only rulers were interested in the discovery of new lands and the riches that might be found in them, others like the owners of the Virginia Company, shipbuilders, and shopkeepers also would profit from this expedition. What did these people hope to gain from this enterprise?
CHAPTER ONE (CONTINUED)

With the evidence gathered, students can construct a chart showing the three most important reasons for discovery of lands.

Have the students use the map on the site to show the routes taken by Spanish and English explorers in their quests for new lands. How did the Spanish discoveries and conquests force the English into embarking on exploration and trading voyages that transformed England from a country of shepherds to one of a seafaring nation?

FINAL THOUGHTS ON THIS CHAPTER
Consider the name given to this period: "The Age of Exploration." What would you consider to be the most important reasons for giving this name?
CHAPTER TWO

THE ENGLISH IN 1606
The following poem was written just as the three ships sailing to Virginia were about to set sail. It expresses some of the hopes and dreams of the people financing the voyage and those sailing on the ships. Certainly, King James I was hoping for riches to add to his treasury. There are other poems and narratives expressing this same thought, and some poking fun at the idea. Playwrights also considered the idea of sailing to a New World fodder for their scripts.

TO THE VIRGINIAN VOYAGE
And cheerfully at Sea,
Success you will entice
To get the Pearles and Gold,
And ours to hold,
Virginia,
Earth's onely Paradise

Where nature hath in store
Fowl, venison, and fish,
And the fruitfull'st soil
Without your toil Three harvests more,
All greater than you wish.

ACTIVITY ONE - EXAMINE THE CHARTER
The charter issued by King James I of England was a legal document by which the men who founded Jamestown agreed to abide. Study the charter. There were several reasons why governing the new Virginia colony of Jamestown was difficult: distance between London, England and Jamestown; leadership in the colony itself; lack of representation of the people in Virginia. Decide which factor of the three was the single most important factor in causing the problems Jamestown had to overcome.

Use the event: 1606 Governance in Virginia

ACTIVITY TWO - DEBATE
Debate Topic: The Virginia Company was wrong/ right to send ships, supplies and people to the New World to begin a colony.

Paraphrase the quotations in today’s language. Then use the points for a classroom debate on the process of taking over of the lands from the Powhatan tribes living there. There are several points of view that can be taken: the
CHAPTER TWO (CONTINUED)

shareholders, the Crown; the expedition members, Chief Powhatan, the clergy, or those who felt it wrong.

Web reference:
www.virtualjamestown.org/census2a.html

ACTIVITY THREE - ROLE PLAY THE MEMBERS OF THE PARTY
This activity uses cards made for the activity Kings and Queens and the New World.

Using the cards which identify the people traveling to Jamestown have the students choose one of the groups. Encourage discussion of what the person would be doing in Jamestown and his responsibilities. Discussion should focus on who had the best training or skills to help the colony succeed and who might have been more of a detriment to the colony.

Roles: shareholders, member of the governing council, gentlemen, indentured servants, sailors. The Virginia Company recruited men from different classes of English society to sail on the Susan Constant, the Godspeed, and Discovery. The directors of the Virginia Company did not recruit women for the colony until later.

ALTERNATE ACTIVITY:
Here students could use data collected to write a script for Reader’s Theater, podcast, or video. Key information should include: why people joined the expedition, hopes, family status, and other salient information.

Web reference:
www.JamestownJourney.org
ACTIVITY - WHO’S WHO AND WHAT CAN THEY DO FOR JAMESTOWN

Construct a chart showing the groups of people included on the lists of passengers sailing to Jamestown. These are included in the website above and Marcia Sewall’s book, James Towne. (Students would have “gentlemen”, skilled tradesmen, indentured servants. They might also include soldiers or adventurers as a category). This activity will allow students to see how skewed the group was and help explain some of the later problems with the work force.

Students could be encouraged to work out mathematical proportions of the groups, but the main idea here is to understand why there were few people who worked at the “hard” labor of building the fort and shelters and growing food for the colony.

What was the role of the gentlemen, of servants, of indentured servants, of skilled tradesmen in 16th century society? How did that help or hurt the Jamestown expedition?

ACTIVITY ONE - PEOPLE CHOSEN FOR THE VOYAGE

Look at how the people were chosen for the expedition. Who were those “adventurers” and what was their goal? Who were the people hoping that the expedition would change their lives for the better? What was the end result for each?
LIFE ON BOARD SHIP

ACTIVITY ONE - SOCIAL STRATIFICATION ABOUT THE SHIPS
Construct a chart showing the stratification of classes on board ships sailing to the New World. Compare the chart to the stratification of classes in Europe at the time. Make another comparison to the life and division of labor within the Powhatan villages.

ACTIVITY TWO - PROVISIONS
A number of the resources discuss food, its preparation and who prepared it, how it was served and the differences between the "gentlemen" and laborers meals. Compare the foods stored in the hold of the ships and the meals served? Compare that to today's modern food pyramid.

How did the food, preparations, and variety reinforce the idea of the English class system?
CHAPTER THREE

WATERCOLORS BY JOHN WHITE - 1590

ACTIVITY ONE - QUOTATION
Consider this sentence: "The rivers and creeks feeding into the Chesapeake Bay were the lifeline of the Powhatan people’s territories." What are the two keywords in the sentence? Answer: feeding (into) and lifeline

Using the maps which show the areas where there were Powhatan tribes living, use the idea/metaphor of a lifeline and explain why you believe this statement is true or false. What would be the impact on the resources of Virginia and the Powhatan as more English moved in and settled? How would that change the balance of nature and affect the people already living there? Answer: Supply and demand of resources; more people dividing limited resources; fewer animals for hunting; less land available for farming.
CHAPTER THREE (CONTINUED)

ACTIVITY TWO - POWHATAN CONFEDERACY

Compare the 30 tribes in the confederation Powhatan ruled to the United States government and its 50 states. What similarities do you see? What problems did Powhatan encounter that were unique to his time? In your opinion, based on the evidence you have, what was the largest problem Powhatan encountered while ruling over the 30 tribes?

Web reference:
www.powhatan.org/pocc
http://www.vahistorical.org/cole/gallery.htm

ACTIVITY THREE - DIVISION OF LABOR

Look at the division of labor within the Powhatan villages. Work was divided along gender lines, much as it was in Europe at this time. Work was also divided by seasons.

Create a calendar showing the seasonal activities in which males and females of the villages were involved.

What were the most useful tools for each group of people? How would English tools change the ways work was done?
CHAPTER FOUR

ACTIVITY ONE
Have students look at the map of the Chesapeake Bay coastline and the Event: 1607 Instructions for Finding a Safe Port.

Trace the journey up the navigable rivers in the Chesapeake Bay area. A river that ran as far as possible into the interior of the land was important, as was one which "bends toward the North-west." Explain why that was important to the Virginia Company and the King James I.

ACTIVITY TWO
The English, and other explorers who followed Columbus, thought that the New World was virtually uninhabited. Meeting Native Americans was both surprising and frightening since the newcomers were not sure how to communicate with
CHAPTER FOUR (CONTINUED)

them, nor could either group know the intent of the other. Meeting groups of Powhatan armed with bows and arrows and clubs seemed to pose little threat to men armed with guns and cannon.

Yet, over the months the English were in Virginia, they were frequently attacked by seemingly small groups of Powhatan warriors. Explain how this kind of attack was different from attacks in European battles, and how the attacks undermined the morale of the Jamestown settlers.

ACTIVITY THREE
Reference chapter 4, screen 4. See the narratives in Chapter 4 describing the various encounters the English had with the Powhatan tribes (Chapter 4, Events: May 1607, George Percy Describes the Attack; and May 1607, More Encounters).

On May 8th the expedition encountered the Paspaheck (Paspieheg). Describe the encounter and the affect it had on the English. In the next Event you have evidence of another encounter. What is the difference between the two?
**CHAPTER FOUR (CONTINUED)**

**ACTIVITY FOUR**
Reference chapter 4 screen 5. Here you have evidence of another encounter. What is the difference between the two?

**ACTIVITY FIVE**
Reference chapter 4 screen 6. During the search for a suitable site on which to build the fort, the English saw signs of human life. They also encountered familiar foods (oysters and mussels, strawberries) and trees which they recognized (cedar, cypress). After months of being away from England, explain how seeing familiar foods would give the settlers a sense of well-being, and might even be encouraging to them.
ACTIVITY SIX
Reference chapter 4 screen 7. Use the map on the site to look at the place chosen for Jamestown. Evaluate the site according to the criteria established by the Virginia Company’s directors for locating the fort. What were the advantages and disadvantages to the site? List the pros and cons of the site.

ACTIVITY SEVEN - MISTRUST MANIFESTED
There was a great deal of mistrust between the English and the Powhatan tribes. Most of the Indians had had no prior contact with Europeans before the arrival of the English in their homeland.

Explain this event, the arrival of three ships, coming to Virginia, the search for a suitable place to build a fort, the fort itself from the perspective of these Indians. Keep in mind the relatively small group of English compared to the Native Americans already in the area.

What were the most important factors in the success of the Jamestown colony?
CHAPTER FOUR (CONTINUED)

BUILDING THE FORT
Construct a scale model of the first fort built at Jamestown.

WEB reference:
www.virtualjamestown.org
CHAPTER FIVE

Review the criteria for a site on which to build a fort. Why was this not a good site? What were the negative aspects to this site? Answer: Mosquitoes, swamp and no fresh drinking water after the spring rains and floods.

ACTIVITY ONE - LABOR FORCE
As more people became ill, fewer men were able to work. This was also compounded by the fact that many of the "Gentlemen" would not do manual labor believing it to be beneath their class. Explain how this would undermine the morale of the remaining men.

How could the Virginia Company have helped the situation? Consider the agreement or contract that was written.

Rewrite the contract to address the issue of working for the good of the colony.
[http://memory.loc.gov/ammem/collections/jefferson_papers/](http://memory.loc.gov/ammem/collections/jefferson_papers/)
LEADERSHIP IN JAMESTOWN

ACTIVITY ONE - LEADERSHIP SKILLS
Look at the names of those who were chosen to be the leaders of the colony. What were the special skills or qualifications they had to make them good leaders?

Discuss what qualities make a good leader, one who is effective. What kinds of skills are needed? Look at the qualifications of John Smith and Sir Percy. Use a Venn Diagram to show the skills and qualities unique to each and shared by both. Decide who the more successful leader.

ACTIVITY TWO - THREE WORLDS MEET
Using the information from the event cards compare and contrast the English, Powhatan people and Africans. What similarities do you see? What is dissimilar?

Describe the cultures of the three groups. In your opinion and using historical data to support your answer, describe which of the three groups left the largest impact on the land during their tenure in Virginia.

ACTIVITY THREE - JOBS AND SOCIAL CLASSES IN JAMESTOWN
Construct a chart showing the various jobs and social classes of the English settlers.

ACTIVITY FOUR - INTERACTIONS BETWEEN ENGLISH AND POWHATAN
Use a Venn diagram to show where the interactions of the English and the Powhatan occurred. Do the same for that of the English and Africans, and the Powhatan and Africans.
CHAPTER FIVE (CONTINUED)

LEADERSHIP IN JAMESTOWN

TRADE GOODS: VALUE TO INDIANS; VALUE TO ENGLISH
Make a list of trade goods for each of the two groups. Make a list of goods needed by the English and another for the Powhatan. Make a third for trade goods wanted by each. What were the most valuable trade goods for each group? Make a note when the importance of items changed or, shifted to another group.

As the situation in Jamestown changed for the worst, the English would be willing to trade tools and weapons for food. How did this make their problems worse?

Web references:
www.stgeorgesgravesend.org.uk/Pages/pocstory.htm
www.americaslibrary.gov/cgi-bin/page.cgi/aa/pocahanta
CHAPTER SIX

The teacher might want to take time here to show the film The New World or Disney’s Pocahontas.

ACTIVITY ONE - FACT VS. MYTH
Construct a chart showing the historical facts of the John Smith/ Pocahontas story and the evidence supporting the legend, or myth.

ACTIVITY TWO - ENGRAVING OF POCAHONTAS
www.stgeorgesgravesend.org.uk/Pages/pocstory.htm
Look at the illustration on the event card showing the engraving of Pocahontas.

What story does the engraving support? What changes do you notice in the later engravings of Pocahontas? Why do you think the change occurred?

Compare your data to the historical record as we know it. What might be reasons for the changes? Who was the intended audience of the illustration? What was the purpose of the engraving? How was the engraving used when it was published?

These activities use the second narrative in Chapter 6.
www.nationalcenter.org/SettlementofJamestown

Study Smith’s accounts of his capture from the three different years. What changes did Smith make? What are the major differences? Discuss the reasons for the changes. Which account do you feel is most valid?

How did Smith’s purpose and choice of words change each time? Consider that Smith wrote his journal as an account of the expedition, but that later revisions came at a time when travel writing was in its infancy. Who would have been the intended audience?
CHAPTER SIX (CONTINUED)

ACTIVITY FOUR - DO A CHARACTER ANALYSIS OF POCOHONTAS OR JOHN SMITH.
Look at either one or the other of these two people and decide on their strengths and weaknesses.

ACTIVITY FIVE - WRITE A NEWSPAPER ARTICLE
Design and write a newspaper article for the daily newspaper using the information from one of Smith’s accounts. Decide if it would be better suited to publication in a daily newspaper or a tabloid. Provide reasons for your choice.
CHAPTER SEVEN

ACTIVITY ONE - A LOOK AT THE PEOPLE OF JAMESTOWN
Investigate these key people: John Smith; Powhatan leaders; "Gentlemen of Virginia"; workers (carpenters, labors etc); Thomas Gates; Lord De La Warr to determine what their feeling and thoughts were about the crises in Jamestown. Key ideas students should find include: drought; no trading of weapons or tools for food; tension between the English and Native Americans because of finite resources; results; and cannibalism among the English.

Then create a "You Are There" podcast interviewing the key players and writing a script incorporating the key ideas from the chapter.

Web references:
www.nea.org/ref?3233
ACTIVITY TWO - THE SETTLERS PLAN TO RETURN TO ENGLAND
Interview the survivors of the starving time as they are packing to return to England and/or the colonists on board the ships when Lord De La Warr orders them back to Virginia. This would lend itself to role playing and writing a script incorporating information from historic record. Other students could write letters home to family in England telling of the misfortunes of the Jamestown settlers including information about the Native Americans encountered.
CHAPTER EIGHT

ACTIVITY ONE - A LOOK AT THE PEOPLE OF JAMESTOWN
Researchers believe Rolfe smuggled seeds of Nicotiana Tabacum from a tobacco plantation in the Caribbean and that Pocahontas helped Rolfe with the cultivation of a tobacco since she would have had specific knowledge of growing the plant in this area. The success of this crop became a mixed blessing for the Virginian farmers providing a cash crop but depleting nutrients in the soil which added to the conflicts between the English and Powhatan peoples.

Even though King James I disapproved of the use of tobacco, did he encourage and allow the crop to be grow in Virginia? Answer: Money – the taxes paid to the crown by the tobacco farmers would increase his wealth.

www.theatlantic.com/issues/backissues.htm
CHAPTER EIGHT (CONTINUED)

Consider King James’ quotes on the use of tobacco. Compare them to anti-smoking legislation in the 20th century and to the anti-smoking lobbyists. On what did James base his opinions? How is that different from today? Students may want to look at other rulers and political leaders who issued decrees and laws against tobacco and smoking years after this King James’ death.

Compare and contrast different writs in different eras. What do all have in common? When did health and second-hand smoke first become an issue?
The marriage of John Rolfe and Pocahontas can be compared to other royal marriages made to form political alliances. Queen Mary of England was wed to Philip II of Spain; Henry II of England to Eleanor of Aquitaine who was French. Much later, Princess Victoria of England was married to Crown Prince Frederick of Prussia. Marriages such as these helped form alliances between nations, consolidated power, promoted feelings of friendship and family ties along with political obligations between two groups of people.

Keeping Pocahontas prisoner at the fort and instructing her in the Christian religion could also be considered as kidnapping and indoctrination in Christianity.

Web references:
www.stgeorgesgravesend.org.uk/Pages/pocstory.htm
CHAPTER NINE (CONTINUED)

ACTIVITY ONE - THE MARRIAGE
Decide on the three most important outcomes of the marriage between Pocahontas and Rolfe for the colonists in Jamestown, and for the Powhatan confederation.

ACTIVITY TWO - POCAHONTAS/ ROLFE
Write diary entries for Pocahontas for the days following her marriage and after the Rolfes arrived in England and she was presented at the court of King James I. Include the things which would have seemed very "foreign" to her. You might begin with feminine clothing for this time, city life in London, housing, her treatment by the English, the things she would hear, taste, see, and smell, and court protocol.

Keep diary entries for John Rolfe for the same period.

LABOR SHORTAGE IN JAMESTOWN
The Event 1610–1616 Recruiting Labor for Jamestown discusses the colony’s labor shortage. Review this Event with students.

ACTIVITY ONE - RECRUITMENT OF NEW SETTLERS
Write an advertisement trying to get people to go to Jamestown

As the recruiter for the Virginia Company you need to fill a quota, a specific number, of workers to take to the colony. The labor has to be cheap so that the cash crop of tobacco makes money. Your advertisement should outline the advantages of the colony, cost of the journey, what settlers will need to bring with them, living conditions, and whatever else needs to be covered to make both women and men want to sign on for this enterprise. Make sure your readers understand that if they do not have the money for the passage, they can sign a contract making them indentured servants for seven years. Remember that children were also allowed to sign on to get them off the streets of London.
CHAPTER NINE (CONTINUED)

Why did the Virginia Company now decide that women should be recruited to immigrate to Virginia? What do you think the Virginia Company hoped having women in the settlement would do?

Web references
www.antislavery.org
CHAPTER TEN

ACTIVITY ONE – CREATE A TIMELINE
Create a timeline showing the gradual, but systematic, removal of human and civil rights from the African slaves that were used for labor on the Virginia tobacco plantations.

ACTIVITY TWO – PANEL DISCUSSION
After studying the changes in the English attitude toward slavery between the time of Queen Elizabeth I, when it was considered immoral to own slaves, to King James I when slavery was institutionalized and accepted, conduct a panel discussion about how the changes came about. What are the key elements which caused the change in attitudes toward owning slaves?

If available, teachers may want to have students view the movie “Amazing Grace” which is about William Wilberforce, a slave trader who became convinced that slavery was wrong, and his crusade to abolish slavery in England.
CHAPTER ELEVEN

ACTIVITY ONE - CREATE A TIMELINE

Review the Events for Chapter 11 with students.

Explain how the idea of supply and demand, of both land and natural resources, contributed to the difficulties of the English and the Native Americans, and to the relationships between the two groups in the area around the Jamestown settlement.

In your opinion state which factor was the most significant in causing the Powhatan to attack the English settlements?

ACTIVITY TWO  A POWHATAN PERSPECTIVE

Use the website www.powhatan.org/pocc.html to review, then: Retell the story of the settlement of Jamestown from the perspective of the Powhatan. Use either a written or visual retelling.

Though outnumbered at first, in your opinion, what is the reason the English prevailed and were able to establish a colony that would become the state of Virginia? Where else do you see this pattern being repeated?
CHAPTER TWELVE

CONCLUDING ACTIVITIES
After reviewing the slides and the videos in Chapter 12 have students compile a list of legacies those original Virginia people (English, Powhatan, and African) left for the present generation.

Then ask students to consider the metaphor used by Professor Keith Mayes of a woven braid. Can they imagine other metaphors to describe a history that encompasses multiple understandings of the past?

Ask students to consider how the choices people make create the legacy they leave behind. Have them consider their own choices and what kind of legacy they believe they will leave for the next generation.
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**DVDS**

*The New World*. New York: MMV New Line Productions; N. L. Enter, Inc. NY 10253

*Pocahontas*. Walt Disney.

**FOR TEACHERS**


**Wikipedia**. Wikipedia is an online encyclopedia that has unique attributes, is very easy to search, and can be fun for students to use. These unique attributes, however, make it a resource to use with caution. Academic research should not include citations to Wikipedia especially as a sole source for information. Wikipedia is best used as a starting place or as an introduction to a topic. We have included it in the bibliography and citations for this site as a quick way to access descriptive information about specific items.
WEBSITES

www.stgeorgesgravesend.org.uk/Pages/pocstory.htm
www.powhatan.wm.edu/social studies/projects/jvc.

Use Wikipedia with caution and with other print or online encyclopedias

http://memory.loc.gov/ammem/collections/jefferson_papers/mtjvatm.html
www.powhatan.org/pocc.html
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www.nea.org/ref/2233 "Podcasting the 1600s."
www.antislavery.org
www.kidinfo.com/American_History/Colonization_Jamestown
www.nationalcenter.org?SettlementofJamestown
www.tobacco.org/History_Jamestown
www.puzzlemaker.com/teachingtools
www.rubrics4teachers.com
www.teach-ology.com/web_tools/socialstudies
www.liv.edu/cwp/library/workshop/citmla.htm
http://mason.gmu.edu/~montecin/copyright-internet.htm
www.copyrightkids.org
GLOSSARY

AGE OF EXPLORATION - Period of European exploration of the Americas, Asia, and Africa

APOOKE - The Powhatan word for tobacco

BAPTISM - Sacrament of pouring on water in which a person becomes a Christian

BRACKISH - Slightly salty

CANNIBALISM - Practice of eating one’s own kind

CATAPEK - The Powhatan word for the season of spring

CEDE - Formally yield to another country land or territory; usually by treaty

CHATTEL SLAVERY - Person owned as property

CHICKOHOMINY - An independent tribe located within the Powhatan federation territory

COHATTAYOUGH - The Powhatan word for summertime

CONGREGATING - Gathering together

GENTLEMAN - In British class system a male above the rank of yeoman, or farmer

IMPRESSED - pressed into service; many men were forced into military service
GLOSSARY

**INDENTURED SERVANTS** - People who expected to be freed after a period of four to seven years of servitude

**INSTITUTIONALIZED SLAVERY** - Slavery perpetuated through generations and by law

**INSURRECTION** - Open resistance to authority; revolt

**MANUAL LABOR** - Work with hands, such as farming or carpentry

**MULATTO** - Bi-racial offspring of a Caucasian and African American parents; rarely used today

**MUSKETS** - Predecessor of modern rifle

**NEPINOUGH** - The Powhatan word for fall or autumn

**NICOTIANA RUSTICA** - Variety of tobacco grow by Native Americans

**NICOTIANA TABACUM** - Variety of tobacco cultivated by Jamestown colonists; sweeter than that grown by the Powhatan in Virginia

**NORTHWEST PASSAGE** - A water route to Asia connecting the Atlantic to the Pacific Ocean

**PALISADES** - Walls made of tree trunks to provide protection

**PASPAHECK** - Jamestown was located within the territory of this Indian tribe; its villages were the first to be taken over as the English settlements moved outward from Jamestown.
GLOSSARY

PIRATE - One who robs at sea

POWHATAN - Leader of the Powhatan federation, or the name for the group of tribes belonging to the federation

POWHATAN CHIEFDOM - Another name for the Powhatan federation

POPANOW - The Powhatan word for deep wintertime

PRIVATEER - Vessel privately owned and armed, commissioned by the government to fight the enemy in time of war

PROCUREMENT - Act of obtaining food or materials through purchase, trade, or hunting

STAKEHOLDERS - People holding financial interest in a company or enterprise

TAQUITOCK - The Powhatan word for early winter

TRADE COMMODITY - Resource, such as tobacco, that was used for trading and barter or could be sold for money

THE SIX TRIBES ALLIED IN THE ORIGINAL POWHATAN FEDERATION: Arroateck, Mattaponi, Pasaheck, Powhatan, Pumunky (ruled by Powhatan’s brother), and Youghtanund

WAHUNSUNACOCK: Powhatan’s actual name; Powhatan means supreme chief.