Historic Jamestowne Site Visit
Teacher-Guided Tour for Grades K-4

Directions:

This site tour led by teachers and/or chaperones is intended as a supplement to the Educational Programs offered by the National Park Service staff. We strongly recommend all school groups use this guide, even those that do not have a scheduled NPS program. For schools with scheduled NPS programs and multiple groups, one group will meet with the ranger inside the Visitors Center while the other group takes this teacher-guided walking tour. Once each activity is completed, the groups will alternate.

While touring the original grounds of Jamestown, your students will literally be walking in the footsteps of the Jamestown settlers. Encourage them to visualize the past while visiting this historic site where our American government began. This teacher-guided tour is approximately one-half mile long, and should take approximately 45 minutes.

RECOMMENDATIONS

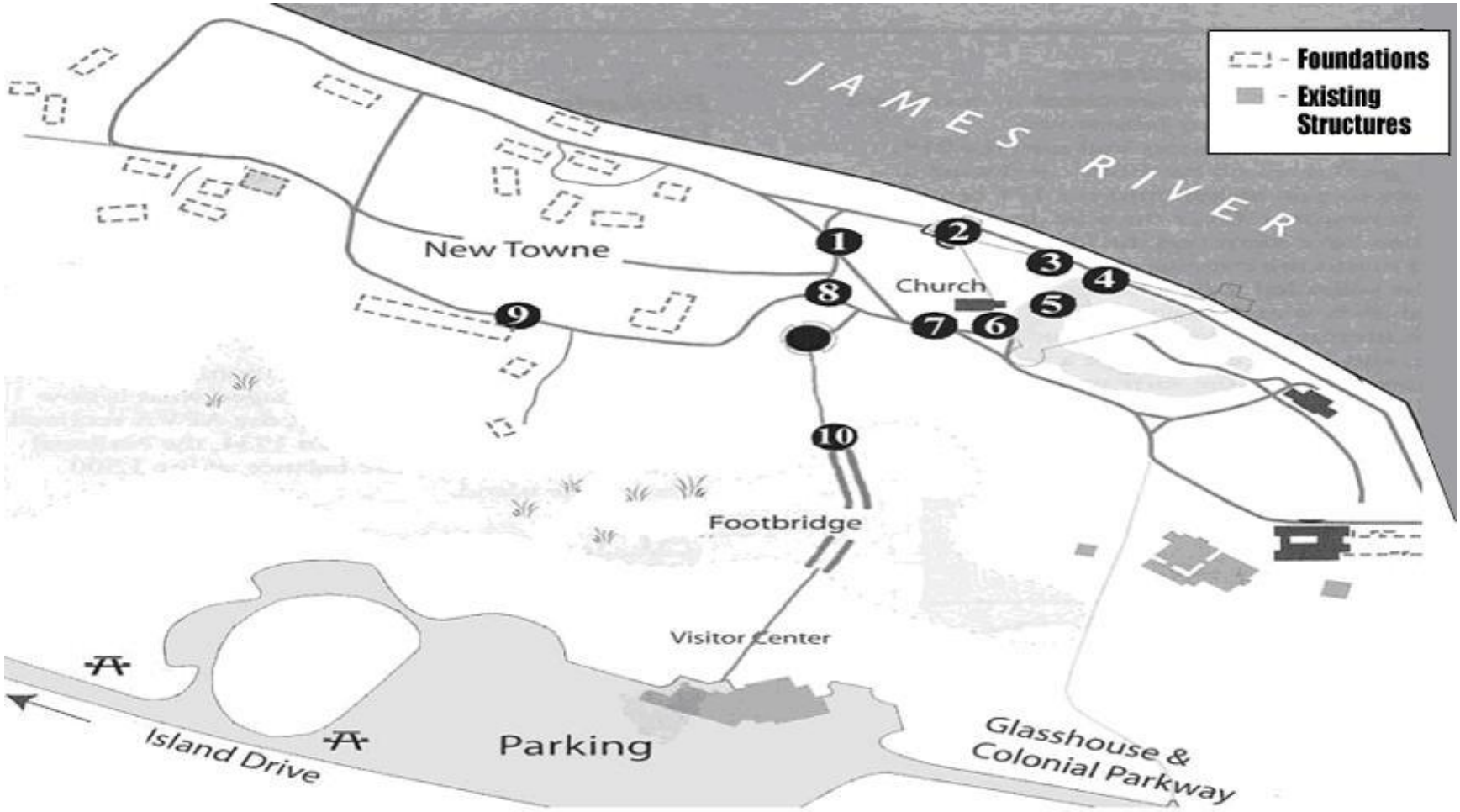
Before your visit:

- Familiarize yourself with the Jamestown Background Information for Teachers and the Teacher-Guided Tour format.
- Print the Teacher-Guided Tour pages and place them in a three-ringed binder. This allows the students to see and image and you read the instructions and essential questions for the image. See the example below. **Bring these materials with you on the day of your visit**.
- Remind your students that Jamestown is an archeological site still under discovery. Please be respectful of the park by remaining on the walkways.

Beginning the tour:

- Confirm the time of your ranger program. Allow your students plenty of time to complete the tour and return to the visitor center to meet the ranger for your scheduled program.
- Have this Teacher-Guided Tour packet ready for your tour. Encourage your students to use critical thinking skills to gain a broader understanding of life in Jamestown.
- Using the site map provided (Page 2), proceed to Stop 1 on the bank of the James River.

SITE MAP


Foundations
Existing Structures
JAMES RIVER
New Towne
Church
Footbridge
Visitor Center
Parking
Island Drive
Glasshouse & Colonial Parkway
1
2
3
4
5
6
7
8
9
10

Stop 1: The Landing: In order to orient yourself, below is what you should view at this stop. Also refer to Stop 1 on the enclosed site map.

Show students picture 1a. (Page 5) Deliver the dialogue and ask the essential questions from Page 4.

Tell them that they are seeing what Jamestown looked like when the first English settlers arrived. Have them close their eyes, and tell them to imagine this peaceful place where the local Powhatan Indians were watching the three ships thought of as "great canoes" come up the river and stop.

Essential questions:

1 What do you think the land was like where the Powhatan Indians were watching from?
2. What do you think the Powhatan Indians were thinking?
3. If you had been a small Powhatan Indian child, what might you have been thinking?

Turn to page 6, read the instructions, and ask the subsequent set of essential questions.

Picture 1a

Show them picture 1b. (Page 7) Ask them what they see. After a few open and free responses, ask the following questions.

Essential Questions:

1. What do you think the settlers were looking for as they stepped on this new land?
2. Why do you think they chose this spot to settle?
3. Do you think their choice was a good one? Why or why not?
4. Do you think they should have continued to look for a place before stopping here? Why or why not?

Now, move to Stop 2 on your map, turn to page 8, and follow the instructions.

Picture 1b

Stop 2: Southeast bulwark of the fort: Below is a modern image of the palisade walls of the fort. Use the map to further orient yourself. Next, turn to page 9 and follow the instructions

Before sharing picture 2a (Page 11) of the fort being built, ask the students what they think one of the first things the settlers did upon arrival. Why did they do this? Now show the students the picture 2a (Page 11) of the settlers building their fort. Once again, open responses (first impressions) are encouraged before asking the essential questions on page 10.

Essential Questions:

1. What are the settlers doing at this moment in the picture?
2. What did they have to do before they even began the building of the fort?
3. What materials did they need to build their fort? How would we build a fort today? (Teacher can use this to explore same and different concepts).
4. Where do you think they got the materials from?

5. Would you have done anything different when building the fort?

Now, turn to page 12 and follow the instructions.

Picture 2a

Show students picture 2b (Page 13). Have them imagine they are Powhatan Indians watching the settlers build “something” on “their” land.

Essential questions:

1. What do you think the Powhatans are thinking as they watch the fort being built on “their” land?
2. What would you do if you were the Powhatan Indians?

Move to Stop 3 and follow the instructions on page 14.

Picture 2b

Stop 3: Inside the fort: Orient yourself using the site map and the picture below.

Show students picture 3a (Page 15) depicting the inside of the settlers' fort. Have them tell you what they see.

Essential Questions:

1. Have students describe what they see in the picture.
2. Does this remind you of anything people might do today for shelter? Tell me what? (Camping, etc.)
3. Would you want to live in a shelter like this for a long time? Why or why not?
4. What do you think the settlers could have done better when building their shelters?

Next, move to Stop 4 and follow the instructions on Page 16.

Picture 3a

Stop 4: Captain John Smith Statue: Ask the students if anyone knows who Captain John Smith was? After they have shared, ask the following questions. After question and answers, share with students any of the background information about Captain John Smith that you might think suitable.

Essential Questions: Show students Picture 4a on Page 17

1. Who is Captain John Smith and why do you think someone thought that he was important enough to make a statue of him and put it here?

2. What do you think Captain Smith is doing in picture 4a? (Refer to the picture of Smith trading with the Powhatan Indians. Talk about the fact that the settlers needed to trade with the Powhatans for food. Ask them why?)

Turn to Page 18 and ask the essential questions while showing the students Picture 4b on Page 19.

Picture 4a

Essential Questions: (Show students Picture 4b on Page 19)

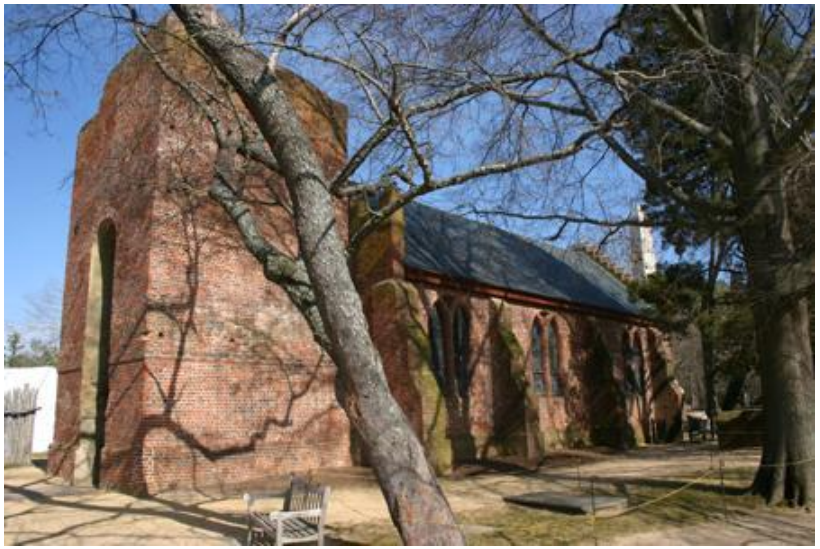
3. Refer to picture 4b (Page 19). Ask students what they think they are seeing here? (This picture is based on a peaceful encounter between John Smith and the settlers sharing a meal with the Powhatan Indians.) Why would sharing a meal be a friendly thing to do? Tell about times when your families share meals with others or together.

4. Does this statue remind you of others you have seen somewhere else? Have them describe as much as they can about these other statues.

Move to Stop 5 on your site map and follow the instructions on page 20.

Picture 4b

Stop 5: The church: Show students picture 5a (Page 21) of the church under the canopy. Have students react to this picture and compare it to the brick church. (The brick church you see today was constructed in 1907, but it is built upon the original foundations of two 17th century churches; one church was built in 1617 and the second was built in 1639. When you go inside the modern church, show your students the 17th century church foundations located under the glass casings at the base of the church walls. Share with the students that the 1617 church was the place where the settlers first met to make laws for the colony to live by in 1619. The assembly was called the House of Burgesses.)



Essential Questions:

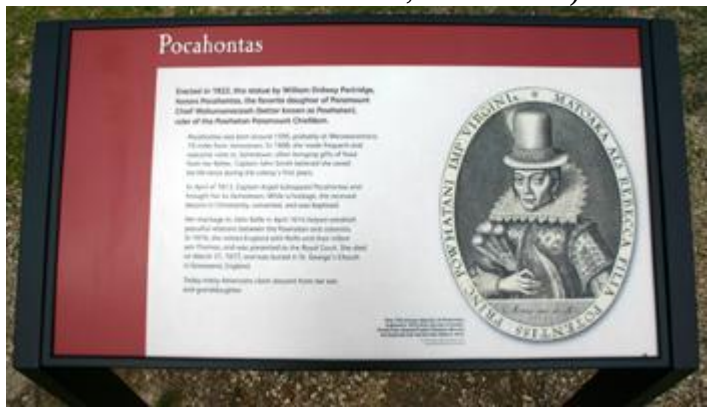
1. Why do you think that a church was so important to the settlers? (Hint: the English had to go to church twice on Sundays!)
2. The church tower is original and built sometime in the 1640's. Where did the settlers get the bricks to build the church tower? (The bricks were actually made at Jamestown from the natural resource, clay, found here.)
3. Have students think of themselves as a settler entering the church through this tower and worshipping. Have them describe what they are thinking/feeling.
4. In 1619, the first House of Burgesses met in the church at Jamestown to make laws. This was the beginning of representative government in Virginia, and eventually for the United States. Why do you think they met in the church to make their laws? (The church provided the best place to conduct the meeting due to space.)

Move to Stop 6 and follow the instructions on Page 22.

Picture 5a

Stop 6: Pocahontas's Statue: Students have already viewed the statue of John Smith. Ask them who they think this is? Why is there a statue of Pocahontas as well as John Smith at Jamestown? Talk about her dress. Tell them that this is an artist's interpretation of her. She was probably never dressed in this manner. In fact, when she was young, she probably wore almost no clothes in the summer! Share with the students a little of her background. Show the students picture 6a (Page 23) and compare it with the actual engraving of the real Pocahontas on the exhibit panel next to the statue. Picture 6a is an artist's rendition of Pocahontas as a young girl. Have the students compare all three portrayals of Pocahontas. Read to your students the short biography of Pocahontas located on the exhibit panel next to her statue. Highlight that she was only about 11 or 12 years old in 1607 when the English first arrived.

She was helpful to the settlers. She was captured by the English at one point. She stayed with the English for about one year and became a Christian, taking the name, Rebecca. As a teenager, she married one of the colonists, John Rolfe.)



Essential Questions:

1. Why was Pocahontas, also known as Motoaka by her people, important to the first settlers?
2. If you had been an Indian child, like Pocahontas in 1607, would you have been friendly and helpful to the English settlers? Tell why or why not.
3. After she married John Rolfe, do you think she was still friendly to her people, the Powhatan Indians? Why do you think this?
4. Did you know that she and John Rolfe had a baby boy named, Thomas? The Rolfe family traveled to England where they met the king and John Rolfe's family. Pocahontas, now called by her English name, Rebecca, died before she could return home to Virginia. Why do you think she died so young? (She was probably only about 21years old when she died, probably from tuberculosis. Some people believe the English environment was the cause of her death.) What do you think happened to Thomas? (He was left in England because he was too sick to cross the Atlantic Ocean. He never saw his father again, as John Rolfe died in Virginia in 1622. Thomas came to Virginia in 1635 and inherited his parents' land; 150 acres of which is just across the river from Jamestown. Look for the ferry dock. Thomas Rolfe's land is to the west just beyond where you see a creek flowing into the river. The creek was once called Rolfe's Creek.)

Move to Stop 7, turn to page 24, and follow the instructions!

Picture 6a

Stop 7: Show your students Picture 7a (page 25). This is an artist's interpretation of what Jamestown may have looked like between 1614 and 1620 as the settlement grew outside the fort. Point out the houses, turn to Page 26, read the dialogue, and ask the essential questions while showing your students Picture 7b on Page 27.

Picture 7a

This is an artist’s interpretation of the inside of one of the colonist’s homes.

Essential Questions:

1. Describe what you see inside the home. How is it alike and dislike the inside of your home?

2. Describe what the people are doing inside their home. Are they doing anything you do inside your home?

3. How many rooms are inside this home? Name the different daily activities the settlers would have done in this one room. (Example – the room serves as a kitchen, a dining room, a family room, and bedroom for the family.)

Move to Stop 8, turn to Page 28, read the dialogue, and ask the essential questions

Picture 7b

Stop 8 - Outside their homes, settlers would do many activities. (Show your students Picture 8a-Page 29). One activity was agriculture or farming. When the settlers first arrived, they traded for food from the Powhatan Indians. Without this food, the settlers would not have survived. After some time, the settlers started growing their own food.

Essential Questions:

1. Can you name some of the food the settlers are harvesting?
2. Do you eat any of these foods today?
3. Do you grow any of your own food like the settlers?
4. Where do you get your food from today?
5. Do you think it was hard work for the settlers to grow their own food? Why?

Turn to Page 30, Show your students Picture 8b (Page 31), Read the dialogue, and ask the essential questions.

Picture 8a

Stop 8 (cont.) – You are looking at settlers growing and harvesting tobacco. Men, women, and children worked in the tobacco fields. By all accounts, it was very hard work.

Essential Questions:

1. Why do you think the settlers were growing tobacco? (It was the "golden weed" or cash crop of the settlement. Explain how the settlers used tobacco as a form of money or barter as they had very little money in the form of coins or paper)

2. If you were a settler and needed to use tobacco as money, would you want to grow a lot or a little? Why?

3. Where would you grow your food crops?

4. If you needed more and more land to grow tobacco, from where would you get more land? (Powhatan Indians)

5. Do you think the Powhatan Indians were happy about the English settlers wanting more and more of their land? If you had been a Powhatan Indian, how would you have felt about the English needing more land? Why?

Move to Stop 9, Turn to Page 32, and follow the instructions.

Picture 8b

Stop 9: Row Houses: Later in the 17th century, settlers lived in houses like these made of bricks. They were built along the riverfront and the dirt streets of Jamestown. (Show students the picture, 9a – Page 33). What do these houses remind you of?

Essential Questions:

1. Do these new houses look like houses you would see today?
2. These row houses were made of brick. (Point to the brick foundations) What natural resource is needed to make bricks?
3. Where do you think the settlers got the material to make the bricks? (If you dig down 1-3 feet anywhere on Jamestown Island, you'll find all the red clay you need to make bricks)

Now turn to page 34, show the students picture 9b (Page 35), and ask the essential questions.

Picture 9a

Essential Questions:

1. Show students picture 9b (Page 33). Ask students what they think is happening in the picture? (Have them speculate). Tell them that a man named Nathaniel Bacon became angry with Virginia's governor, Sir William Berkeley, because the governor would not do what Bacon wanted him to do. (Locate Bacon in the picture. He is the one pointing at Governor Berkeley). Bacon got a group of men together who were also angry at Governor Berkeley and they burned many of the buildings in Jamestown. This incident is known as Bacon's Rebellion of 1676.

2. Was this a good way to solve a problem? What might have been a better way?

Move to Stop 10 and follow the instructions on Page 34.

Picture 9b

Stop 10: Use of Natural Resources: As you walk back towards the Visitors Center stop at this location near the swamp. Talk about the natural resources the settlers might have used to build their fort and homes. The settlers also used other natural resources to make things like medicine.

Essential Questions: Point out the trees and plants along the swamp

1. Show them pictures 10a (Page 37) and 10b (Page 38). Ask them what the settlers are doing. In 10a they are gathering plants. (These settlers are gathering herbs and plants to make medicines.) In 10b they are cutting trees for lumber to make homes and other things needing wood for construction. Can the students think of anything needing wood for construction? (Hint: settlers and Powhatan Indians also used the river as a highway – Canoes, Boats)
2. Point out the swamp and ask the students what would happen to someone who drank the water in the swamp? How did the settlers get fresh water? (They dug wells.)
3. Talk with the students about how the settlers had to find different types of natural resources to survive in Jamestown, especially food. Ask them about other resources they may have heard about or seen today. Remind them that tobacco was an agricultural resource. Tobacco became a cash crop for the colony and was used like money to pay for items the settlers purchased.

Picture 10a

Picture 10b