

SAVE OUR HISTORY™

Live from Jamestown

October 23, 2001, 1PM (EST)



THE HISTORY CHANNEL.

INTRODUCTION

The History Channel has partnered with the State of Virginia and the Virginia Cable and Telecommunications Association (VCTA) in a national educational event entitled *Save Our History®: Live From Jamestown™*. Created for fourth graders, and linked to national and Virginia Standards of Learning, *Live from Jamestown* will introduce school children to the excitement of archaeology and the history of the early settlement of Virginia. The event will take place **October 23rd, 2001**, from 1 to 2pm and will be held at Jamestown National Historical Park. It is a precursor to the commemoration of Jamestown's 400th anniversary in 2007.

The History Channel is producing an original short film that highlights the history and the archaeological discoveries at Jamestown by Dr. Bill Kelso and the Association for the Preservation of Virginia Antiquities (APVA). The production will also include interviews with the First Lady of Virginia Roxane Gilmore, who has participated in the archaeological dig and journeyed to Ipswich, Great Britain, this spring, visiting the original home of the Virginia Company in the early 17th century. Mrs. Gilmore was instrumental in developing the concept for this unique educational event. Shirley Little Dove Custalow McGowan, daughter of Chief Custalow of the Mattiponi tribe, will also participate in the film.

This project presents an intriguing juxtaposition of the most advanced technology with some of the earliest history of the European settlement in what is now the United States. School children will learn that archaeology and history can be exciting detective stories – and be accurate at the same time.

The short film will be web cast on October 23 at 1pm on historychannel.com. A live panel discussion for school children, also web cast, will follow. It will be filmed in front of a small, live audience, and transmitted via the web – to Virginia, the United States, and internationally as well. The panelists will include First Lady Gilmore, archaeologists Bly Straube and Bill Kelso, historian Nancy Egloff, and National Park Service Ranger Curt Gaul. The panel will be moderated by Dr. Libby O'Connell,

The History Channel's Historian-in-Residence. Students will submit questions to the panelists by e-mail.

To make sure that every fourth grade in Virginia can participate, The History Channel is donating a VHS copy of the film and a teacher's guide to every public school with a fourth grade in the state of Virginia. Over 1100 copies of the production will be mailed free of charge as part of this commitment. In addition, cable companies in Virginia have provided high-speed cable modem access to hundreds of schools in the state. These schools are encouraged to participate via their advanced online capabilities. For those schools without this access, the panel discussion may be viewed via local cable television, thanks to the support of the Virginia cable industry.

Many groups are working with The History Channel on this exciting initiative. Along with the Office of the First Lady of Virginia, the Virginia Department of Education, and the Virginia Tourism Corporation, historical organizations such as the APVA, the Jamestown-Yorktown Foundation, and the National Park Service are helping to create an educational event that students throughout Virginia and across the nation will enjoy. The VCTA has brought the enthusiastic support of their member companies, including AT&T, Comcast, Cox, Adelphia, Charter, and others who have a long-term commitment to the schools in their communities. The high-speed connections provided by these cable companies make this event possible.

Because the event will be web cast live during school hours, fourth graders from all over the country are encouraged to participate online. The first 200 e-mailed questions that are not answered during the event will be answered by volunteer experts at savehistory@aetn.com.

Save Our History: Live From Jamestown™ is part of The History Channel's EMMY award-winning Save Our History campaign, a national initiative dedicated to historic preservation and history education.



VIRGINIA STANDARDS OF LEARNING

The *Save Our History: Live from Jamestown* Teacher's Guide fulfills the following Virginia Studies Standards as developed by the Commonwealth of Virginia, Board of Education: Essential Skills Standards VS.1a; VS.1b; VS.1d; VS.1e; VS.1a; VS.1h; VS.1i; Content Standards VS.2a; VS.2c; VS.2d; VS.3a; VS.3b; VS.3f; VS.3g.

NATIONAL STANDARDS

The *Save Our History: Live from Jamestown* Teacher's Guide fulfills the following National Standards for History as developed by the National Center for History in the Schools: Historical Thinking Standards 1, 2, 3, 4, and 5 for United States History (Grades K-4, Topic 1, Standard 2 and Topic 2, Standard 1; and Grades 5-12, Era 1, Standard 2 and Era 2, Standards 1 and 3).

PREVIEWING ACTIVITIES

1. Review the vocabulary words with your students so that they understand key concepts about the history and archaeology of Jamestown. Have students choose five vocabulary words and write and sentence using each.
2. Have your students read **The Early Years of the Jamestown Settlement** handout. As they read, have them underline the most important information. When they are finished reading and underlining, review the words they underlined, as a class or in small groups. As a class, create a chart or diagram that addresses the following questions: **Who** came to Jamestown? **What** is Jamestown? **Where** is Jamestown? **When** did the first settlers come to Jamestown? **Why** did they come to Jamestown?
3. As a class, identify **Virginia**, the **Atlantic Ocean**, **Chesapeake Bay**, **James River**, and **Jamestown** on a map. You might also show students England in relation to Virginia on a world map. Individually or in small groups, students can draw, label, and decorate their own maps of Virginia or the voyage to Virginia in 1607.
4. Primary sources are key to learning about the Jamestown settlement. One way of knowing about

life at Jamestown is from written records, like the census or letters. Another way is through archaeology. Both are primary sources. Introduce students to the difference between primary sources and secondary sources. Explain that a source is something that you go to for information.

Create two lists on your wall-board with the headings "Primary Sources" and "Secondary Sources." Have your class identify at least four examples for each list. You may offer suggestions and have students identify the list to which your suggestions belong. One of your suggestions should be archaeology. Make sure that your class understands what this is and why it is a primary source. In small groups, have your students work on the **Primary Source Worksheet**, sharing the names and functions they invent for the Mystery Object before you tell them what the object really is.

MYSTERY OBJECT

The object is what is called an aglet. It is silver, hollow, and about 1½ inches long. It was used in the 17th century on the tips of laces to tie clothing together. The modern day equivalent is the plastic tip on your shoelace that allows you to lace and tie your shoes without the laces becoming frayed.

VIEWING ACTIVITIES

As your students watch the *Save Our History: Live from Jamestown* video, have them fill out the chart on the **While You Watch Worksheet**. This chart asks students to list what they see at the four historic sites featured in the video. For example, for the Jamestown Rediscovery Archaeological Site, students could write "bricks" and "dirt." After the video, you may want to review students' notes in this chart and talk about artifacts. Make sure that students understand the difference between the artifacts found at the archaeological site and the reproductions used at the Jamestown Settlement.





POST-VIEWING ACTIVITIES

Your students can use the chart they filled out while watching the video to help them answer the questions on the **“What Did You Learn?” Worksheet**. After they have discussed the questions in small groups or as a class, each student can write out the answers in full sentences for homework. It may be helpful to review the **Vocabulary** with your students before they begin to answer the questions.

LIVE FROM JAMESTOWN: ASK THE EXPERTS

The experts in the video have provided a lot of information about the history of Jamestown. With all of this information, your students are bound to have questions. Have them develop questions to e-mail to the experts on the day of the **Save Our History: Live from Jamestown** event. You could even have your students vote on one question to e-mail as a class. Their questions may be answered by Bly Straube, First Lady Gilmore, or another panelist at the live event. E-mail your students' questions to savehistory@aetn.com.

EXTENDED ACTIVITIES

You may want to have your students work on these projects after they have watched the video and participated in the live event, in order to reinforce key concepts and to assess what they have learned.

1. It may sound strange to your students, but archaeologists learn a lot from garbage. Ask them to become archaeologists by taking a few artifacts from their school or home garbage. Have them follow the cleaning and labeling process they learned about in the video and create an exhibit displaying the artifacts and explaining their importance. What do the artifacts reveal about your students' lives and life in the early twenty-first century?
2. We have seen how archaeology is like detective work. We have also learned that some mysteries are very hard to solve. Sometimes archaeologists do not have enough evidence to solve the mystery of past events. Ask your students to consider what they think happened to JR. Have them write a short story explaining what happened to him. Remind them to use the evidence that archaeologists have uncovered and to use what they have learned about life at Jamestown.
3. We can learn about life at Jamestown from letters that settlers wrote. Have your students imagine that each of them is one of the first settlers in Jamestown and write journal entries about their thoughts and experiences. They can try to answer the following questions: Why did you come to

Jamestown? What is your occupation? What experiences did you have on the voyage? How did you help build the colony? What expectations did you have? Have your expectations changed after arriving at Jamestown?

4. Jamestown was also the arrival point for some of the first Africans in North America. Although there were no Africans among the first group of settlers in Jamestown, they later became an important part of the Jamestown settlement and eventually, the colonies. At least twenty Africans arrived in 1619, probably as indentured servants, since legal slavery did not exist yet in the colony of Virginia.

The following National Park Service web site contains a very informative timeline regarding the history of Africans in the Jamestown settlement and throughout Virginia: <http://www.nps.gov/colo/Jthanout/AFRICANS.html>. Ask students to consider the following questions: What do you notice about the policies regarding Africans over time? Do the policies become more lenient or harsher? In order to understand the context in which laws regarding African Americans were passed, have your students create a timeline showing important dates in the development of the Virginia colony. On this timeline, have them include significant changes in the treatment of Africans.



VOCABULARY

- **archaeologist (n.):** A person who studies past human activities through their remains.
- **archaeology (n.):** The scientific study of past human activities through the search for, discovery, and study of their remains.
- **artifact (n.):** An object made or used by humans.
- **census (n.):** An official count of people in a given area, often including other information about the individuals like age, race, and sex.
- **colony (n.):** A place where people from another country live but that is controlled by their original homeland.
- **craftsmen (n.):** People skilled at making things with their hands.
- **curator (n.):** A person who supervises a gallery or museum.
- **evidence (n.):** Information or items useful in making a judgement or proving a conclusion.
- **forensic science (n.):** Techniques used to investigate and solve mysteries, often involving the biological remains of a person, living or dead.
- **gentleman (n.):** 1. A man of high social class or status.
- **historian (n.):** A person who studies and/or writes about the past.
- **indentured servant (n.):** Someone bound by a contract to serve another person for a set amount of time.
- **indigenous (adj.):** Originally inhabiting or growing in an area or environment.
- **New World (n.):** In this program, refers to North America.
- **palisade (n.):** 1. A fence of poles used to secure a fort.
- **peninsula (n.):** A section of land that extends into a body of water and is attached to a larger landmass.
- **post (n.):** A long pole stuck into the ground in order to hold something in place.
- **settlement (n.):** 1. A group of people that have left one location to make their home elsewhere. 2. The village where those people live.
- **settler (n.):** Someone who has chosen to make his/her home in a new place, often uninhabited by his/her native people.
- **symbol (n.):** A figure or object that represents something else.

RESOURCES

Web Sites: For a list of related web sites, log on to www.historychannel.com/classroom.

Books:

- Fishwick, Marshall, with the Editors of American Heritage. *Jamestown: The First English Colony*. New York, American Heritage, 1965.
- Hakim, Joy. *Making the Thirteen Colonies, 1600-1740*. (Book Two, A History of Us) New York: Oxford University Press, 1999.
- Hermes, Patricia. *Our Strange New Land: Elizabeth's Diary, Jamestown, Virginia, 1609*. (My America) New York: Scholastic, 2000.
- McIntosh, Jane. *Archeology*. (Eyewitness Books) New York: Dorling Kindersley, 2000.
- Sakuri, Gail. *The Jamestown Colony*. (Cornerstones of Freedom) New York: Children's Press, 1997.

PARTICIPATING ORGANIZATIONS



Jamestown 2007 The 400th anniversary of the founding of Jamestown, America's first permanent English settlement, will be commemorated in 2007 with special events, exhibitions and educational programs. For more information about Jamestown 2007, call (757) 253-4659 or visit the Internet site www.Jamestown2007.org.

founded in 1889. Today, APVA is the oldest statewide preservation organization in the United States. APVA currently owns or manages 35 historic properties throughout Virginia, representing three centuries of Virginian and American history. The APVA launched the Jamestown Rediscovery archaeological project in 1994 as its major contribution to preparations for the 400th anniversary of the founding of Jamestown in 2007. For more information about the APVA call (804) 648-1889 or log on to our website at www.apva.org.

historic preservation agency and preserves the natural and cultural resources and values of the America for the enjoyment, education, and inspiration of this and future generations. For more information about the National Park Service, call (202) 208-6843 or visit our website at www.nps.gov.

first permanent English settlement, and the Powhatan Indians. Yorktown Victory Center interprets the impact of the American Revolution on the people of America and the development of the new nation. For more information about the Jamestown-Yorktown Foundation museums, call (888) 593-4682 toll-free or (757) 253-4838 or visit the Internet site www.historyisfun.org.

The *Save Our History®: Live From Jamestown™* project helps teachers meet many of these standards.



The mission of the **Virginia Cable Telecommunications Association (VCTA)** is to promote the cable television and telecommunications services of member companies in the Commonwealth of Virginia to the public, the business community and state officials. We accomplish this through coordinated public relations and awareness efforts, training, member lobbying, timely and informational meetings, conventions and consolidated efforts with local, state and national cable advocacy groups. The VCTA operates by, for and with its members and will be a storehouse and source of member information. For more information visit our website at www.vcta.com.



Association for the Preservation of Virginia Antiquities (APVA)
The need to save Jamestown Island and other threatened historic properties was the reason the Association for the Preservation of Virginia Antiquities (APVA) was



National Park Service
Jamestown is administered by the National Park Service, in partnership with the Association for the Preservation of Virginia Antiquities. The National Park Service is the nation's leading



Jamestown-Yorktown Foundation The mission of the Jamestown-Yorktown Foundation is to educate and to promote understanding and awareness of Virginia's role in the creation of the United States of America. The Foundation, accredited by the American Association of Museums, is an educational institution of the Commonwealth of Virginia and administers two living-history museums. Jamestown Settlement interprets the cultures of 17th-century colonial Jamestown, America's



Virginia Department of Education The Virginia Department of Education is committed to history education and to helping students in the state of Virginia learn about their national heritage. To this end, the department has created a series of state Standards of Learning in History and Social Science in effort to set high, clear and measurable academic standards on a statewide basis.