



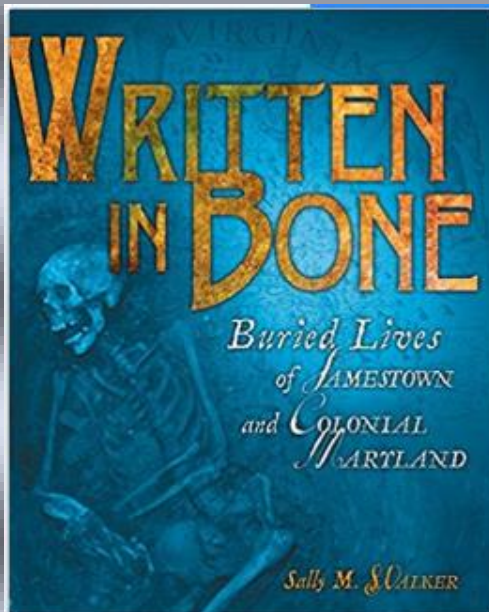
Jamestown

Paired Book Reading Guide

About

In this paired text teacher's guide, the teacher will use a fiction and non-fiction book to integrate Virginia SOLs in a multidisciplinary unit on Jamestown, Virginia.

Introduction to the Books

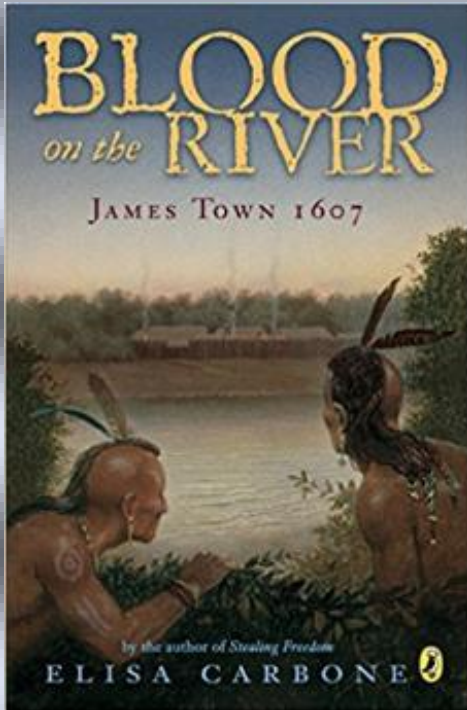


Synopsis

In this non-fiction book, author Sally Walker shadows forensic scientists as they discover and examine human remains that have been found in Jamestown, Virginia and Colonial Maryland. Students will enjoy the stories the bones tell about a time long ago!

About the Author

Sally Walker is an American author who resides in Illinois. She has always enjoyed books, especially non-fiction books. She has written a variety of non-fiction books, many of which have won awards and/or honors.



Synopsis

In Elisa Carbone's historical fiction novel, she tells the tale of Samuel Collier. Samuel is an orphan, from England, who travels to Jamestown as Captain Smith's page. The novel follows Samuel's adventure and all the challenges the colonists face as they try to survive the strange, new world they encounter.

About the Author

Elisa Carbone is an American author who splits her time living in Washington, D.C. and West Virginia. She has written several historical novels and enjoys to immerse herself into her characters' lives by visiting and reenacting some of the important events she includes in her novels.

Carbone, Elisa (2006). *Blood on the River: James Town 1607*. New York: Puffin Books. 237 p.

Pre-Reading Activity

Three days prior, the teacher will place several realistic looking bones on a table in the middle of the classroom. Using student's writing journals, students will write predictions about how the bones will tie into the upcoming lesson. Two days prior, the teacher will add images of Jamestown artifacts to the table. Again, using writing journals, students will write a new prediction. A day prior, the teacher will add both books to the table. Once again, the students will write a new prediction. Together, the teacher and students will discuss the predictions as they have progressed over the last few days. Finally, the teacher will introduce each book for the unit.

Optional:

The teacher can show the following videos:

1. Smithsonian National Museum of Natural History's video on bone biography-
<https://anthropology.si.edu/writteninbone/>
2. History Channel's video detailing life in Jamestown for Colonists-
<https://www.youtube.com/watch?v=ssS6UoBoiuc>

Bulletin Board Ideas

- **Prior to Unit-** Using bulletin board paper, the teacher will create a display of one of the ships the Colonists used to cross the Atlantic Ocean. The teacher will place interesting facts about Jamestown around the bulletin board.
- **Student participation-** The teacher will have students write letters to family members about what life in Jamestown is like. The teacher will remind students that Colonists were not allowed to talk negatively about the colony and must be creative in sharing their experiences. The teacher will then display these on a bulletin board titled "Letters from Jamestown".
- **Student participation-** The teacher will title the bulletin board "Dead Men DO Tell Tales". Students will use white construction paper to design and cut out their bone. Students will write different findings that forensic scientists have discovered by examining human remains found in Jamestown and other colonial burial sites.

Discussion Questions

Written in Bone: Buried Lives of Jamestown and Colonial Maryland

1. Why is it important for forensic scientists to study human remains found at Jamestown?
2. Why do you think Jamestown had two cemeteries, one located inside the fort and one located outside the fort?
3. What kind of information can scientists collect from the human remains they study?
4. What do you think happened to the boy that was buried in the basement?
5. Why do you think the author included "Written in Bone" in the title of the book?

Blood on the River: Jamestown 1607

1. Why do you think the author titled the book "Blood on the River"?
2. Why is this book considered historical fiction?
3. What do you think will happen to Samuel Collier next?
4. Who do you think was the most influential person in Samuel's life?
5. In what ways, did the colonists make their lives harder in Jamestown? What are some things they could have done differently?

Compare and Contrast

1. Is there a character in *Blood of the River* that fits the description of JR1225B?
2. How are the two books similar? How are the two books different?
3. What do the two books teach us about life in Jamestown?
4. Both authors completed research prior to writing their books. Why was this important to the outcome of the books?
5. Which book did you prefer reading? Why?

Virginia SOL Connections

Virginia Studies

V.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by

f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;

- Students will pick one human remains case from *Written in Bones*. Students will write an essay describing the important information that these bones tell us about life in Jamestown.
- Students will visit the following website, <https://historicjamestowne.org/collections/selected-artifacts/>. Students will select an artifact and write an essay about what that artifact teaches us about Jamestown.
- The teacher will discuss how archaeologists recover artifacts and the process to preserve them. Using a plastic tub with sand, the teacher will hide several “artifacts” in the sand. Students will practice recovering the artifacts and recording their findings.

V.3 The student will demonstrate knowledge of the first permanent English settlement in America

f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;

g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

- Students will write letters back to their families in England. Students will describe what life in Jamestown is like and the challenges they face to survive.
- The teacher will divide the class into groups. The teacher will assign each group as either English settlers or native people. The teacher will have each group discuss how their actions impacted the other group-both positively and negatively. The students will record their discussion points on chart paper. The teacher will then have students share with the class and display the completed chart paper in a central location.

English

4.9 The student will demonstrate comprehension of information resources to research a topic.

b) Collect information from multiple resources including online, print, and media.

c) Use technology as a tool to organize, evaluate, and communicate information.

- Students will select one of the following important historical figures: Pocahontas, John Smith, John Rolphe, or Chief Powhatan and write a report about them. Students will type their report using Canva.com.
- Students will research the Jamestown fort and make a diorama. Students will include a report of the important characteristics of the fort and associated amenities.

Mathematics

4.6 The student will a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate

- The teacher will divide students into groups. Each group will be given a set of realistic looking plastic bones that have been labeled. Using a recording sheet, students will record their estimations for weight and length of each bone. Students will then measure and weigh each bone and record their results.

4.4 The student will d) solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.

- Students will create multi-step word problems incorporating facts they have learned about Jamestown. Teacher will collect the word problems and place them inside a journal for students to practice during free time.

Visual Arts

4.10 The student will describe and use hand-building techniques to make a ceramic work of art

- The teacher will discuss how Jamestown colonists played a game called "Bowls". Students will use clay to make their own game.

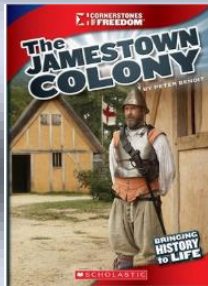
- Students will use clay to replicate Nicholson bottles or Bartmann Jugs.

Library Connections

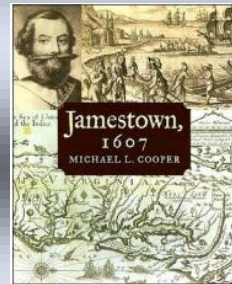
- The teacher can collaborate with the librarian for the research projects. The librarian can help students research their topics. The librarian can also help teach how to properly cite books and tips to avoid plagiarism.
- The teacher can collaborate with the librarian to set up Jamestown book corner in the library with recommended books. The librarian can complete a book talk with the students about each book.

Further Recommended Reading Lists

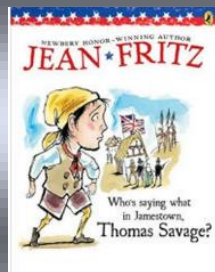
Non-Fiction Books



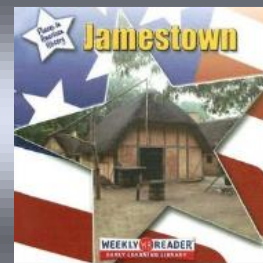
Benoit, Peter (2012). *The Jamestown Colony*. New York: Children's Press. 64p.



Cooper, Michael (2007). *Jamestown, 1607*. New York: Holiday House. 98p.

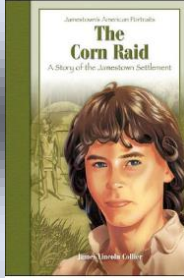


Fritz, Jean (2007). *Who's saying what in Jamestown, Thomas Savage?* New York: G.P. Putnam's Sons. 59p.

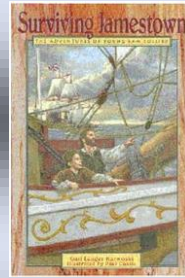


Ruffin, Frances (2005). *Jamestown*. Milwaukee, MI: Weekly Reader Early Learning Library. 23p.

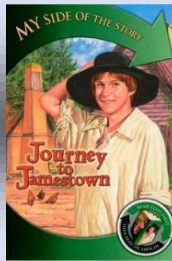
Fiction Books



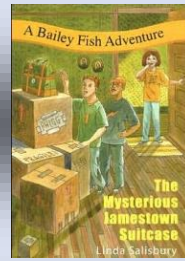
Collier, James (2004). *The corn raid: A story of the Jamestown settlement*. Columbus, OH: Waterbird Books. 142p.



Karwoski, Gail (1999). *Surviving Jamestown: The adventure of young Sam Collier*. Westport, CT: Greenwood Press.



Ruby, Lois (2005). *Journey to Jamestown*. London: Kingfisher. 92p.



Salisbury, Linda (2007). *The mysterious Jamestown suitcase*. Mineral, VA: Tabby House.

Recommended Websites

- **Elisa Carbone's official website.**
<https://www.elisacarbhone.com/>
- **Sally Walker's official website.**
<http://sallymwalker.com/>
- **Smithsonian National Museum of Natural History.**
<https://anthropology.si.edu/writteninbone/>

- **Jamestown Rediscovery website. Includes an abundance of information on Jamestown.**
<https://historicjamestowne.org/>
- **History.com Jamestown website page. Include videos and articles on Jamestown.**
<https://www.history.com/topics/jamestown>
- **Brain Pop website page for Pocahontas. Includes a video and other activities.**
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/pocahontas/>
- **SOL Pass website. Includes a trivia game on Jamestown.**
http://www.solpass.org/z-site/va/Games/elearning_brothers/millionaire-jamestown/framepage.php?section=study-3
- **SOL Pass website. Includes a matching game on Jamestown.**
<http://www.solpass.org/z-site/va/Games/columns-jamestown/framepage.php?section=study-3>

References

Author Sally M. Walker [Web post]. Retrieved from <http://sallymwalker.com/biography.html>.

Carbone, Elisa (2006). *Blood on the River: James Town 1607*. New York: Puffin Books. 237 p.

Elisa Carbone Bio [Web post]. Retrieved from <https://www.elisacarbhone.com/bio.html>.

Rose, Jennifer (2015). *Jamestown*. [Photograph]. CCO.

Walker, Sally (2009). *Written in bone: Buried lives of Jamestown and Colonial Maryland*. Minneapolis, MN: Carolrhoda Books. 145 p.

Jennifer Rose
Old Dominion University
LIBS 642
