

## Unit 5, Lesson 4: The “Starving Time”: Jamestown

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### Lesson Overview

In this lesson students will use the “starving time” in Jamestown, Virginia to develop their chronological thinking skills and explain why there might be different accounts of the same event.

### Delaware Standard(s)

- **History Standard One 4-5a [Chronology]:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- **History Standard Two 4-5a [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- **History Standard Three 4-5a [Interpretation]:** Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

### Big Ideas

- Causes, effects, reasons for different accounts

### Essential Question

- What caused the “starving time” in the Jamestown colony?
- Why might there be different accounts of the same event?

### Enduring Understandings

- Students will understand that ordering events in chronological order can help them identify causes and effects.
- Students will understand that a reason why there are different accounts of the same event is because different evidence is used to support conclusions.

### Resources

- [Google Slide Deck](#)
- [Resource 1: Story of the Starving Time](#)
- [Resource 2: The Starving Time Story Map](#)
- [Resource 3: Advertisement for the Virginia Colony](#)
- [Resource 4: Checks for Understanding](#)

## Procedures

1. **Introduce the Lesson:** Tell students that they are now going to learn about an event called “the starving time” in England’s first successful colony in America. The early years were very difficult and it looked like the colony would never survive. Wait until you read about what happened!
2. **Video (optional):** Kids Academy Jamestown on YouTube [here](#). This video offers a brief animated overview of the settlement of Jamestown. **NOTE:** the video suggests that Jamestown was “the perfect place” for a settlement and that no one was living in the area where the Europeans settled. **These claims should be challenged as it was not a perfect place to settle, and it was Native American land.**
3. **Reading:** Distribute copies of [Resource 1: Story of the Starving Time](#). Read aloud with the students. Then have students re-read with a purpose i.e., to identify the four most important scenes from the story.
4. **Story Map:** Distribute copies of [Resource 2: The Starving Time Story Map](#). Have students complete the story map by drawing key scenes from the story (first row of cells) then explaining (second row of cells) what each of the four drawings illustrates from the story.
5. **Analyzing a Primary Source:** Distribute or project [Resource 3: Advertisement for the Virginia Company](#). Have students look at the advertisement closely and draw their attention to the “Plain Language” version of the text at the bottom of the image.

Ask students:

- What is the purpose of this document? [\[to advertise an opportunity in America\]](#)
  - Why might it have been created? [\[to lure English people to Virginia\]](#)
  - Based on what you have read about Roanoke and Jamestown, is the information on the document to be believed? Explain why or why not. [\[not - many died\]](#)
6. **Building Academic Vocabulary:** Project the term “disinformation” for all to see. Explain what disinformation is - the intentional spreading of false information  
  
Ask if the advertisement poster is disinformation? Explain. [\[yes - people in England are spreading false information. There are no “excellent benefits” to report\]](#)
  7. **Activity:** Have students design a poster that would have provided the people of England accurate information about Virginia in the year 1610. Be sure to use words and at least one drawing.
  8. **Check for Understanding:** distribute [Resource 4](#) and have students complete the checks for understanding.

Sample posters from the Democracy Project Institute for Teachers, June 2022

