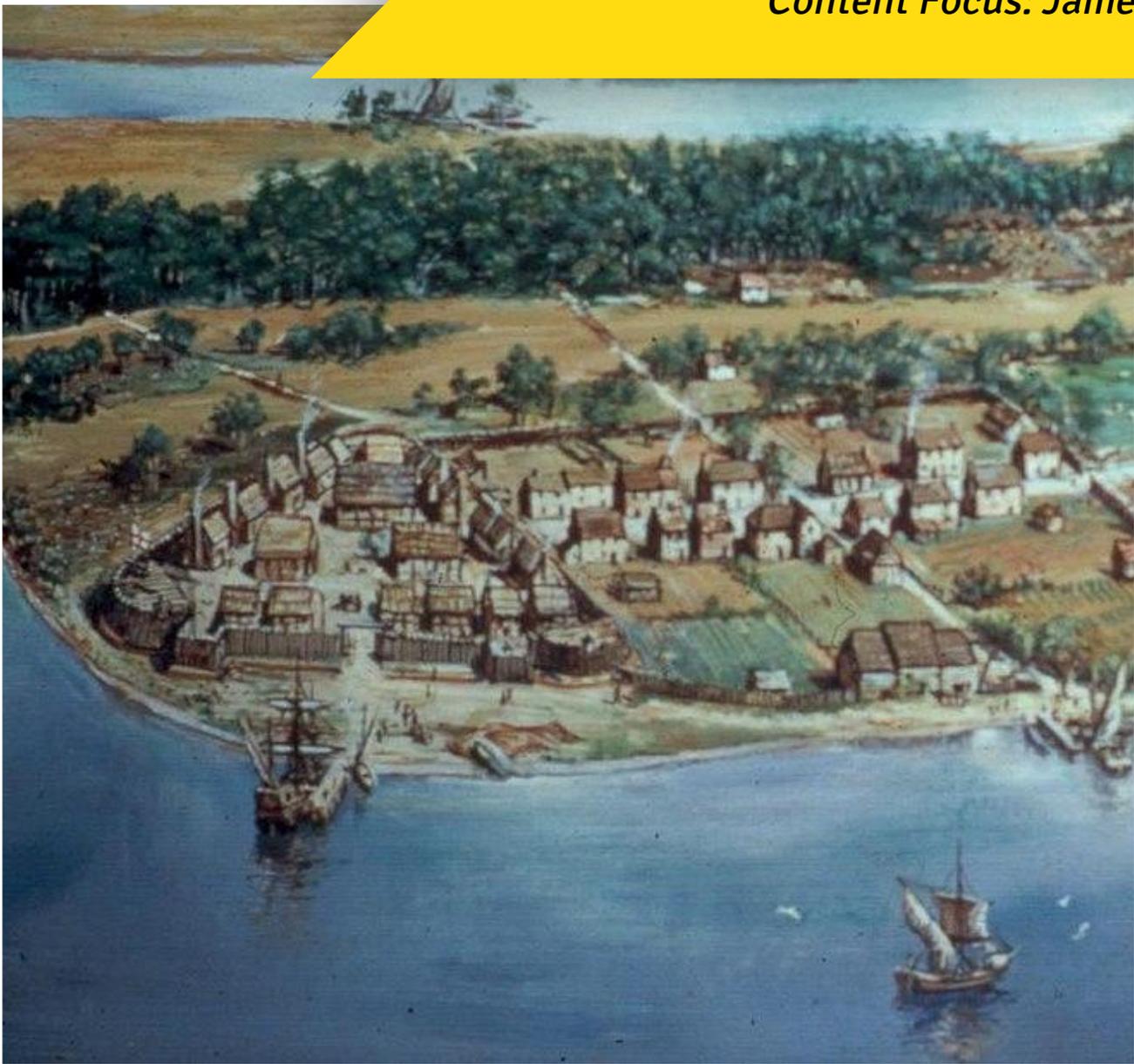


## UNIT 1: EARLY COLONIAL AMERICA

*Content Focus: Jamestown*



**Historical Question: Did the early settlers of Jamestown resort to Cannibalism?**

*Historical Thinking Skill: Corroborating sources in order to answer a historical question*



## LESSON PLAN

### Early Colonial America

#### History Focus: Corroborating Evidence

### INVESTIGATING THE TRUTH ABOUT JAMESTOWN

Historical Question: Did the early settlers of Jamestown resort to Cannibalism?

#### Big Ideas:

Corroborating sources can clarify the past

#### Student Objective:

Students will be able to evaluate primary and secondary sources by corroborating evidence in an expository paragraph.

#### Historical Skill:

Evaluate corroborating evidence and utilize that evidence to support a claim or thesis.

01

Anticipatory Set Worksheet

- The anticipatory set asks students to reflect on three questions. They can work in small groups or alone.
- The lesson deals with Cannibalism, which to many Americans is shocking to hear that our earliest founding colony resorted to such an appalling act.

02

Establishing Context Timeline

- Have students read through the timeline of events at Jamestown.
- (Optional) Have students create a “visual timeline” with illustrations on paper or online from the timeline provided.

03

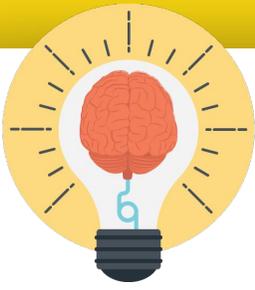
Primary and Secondary Source Readings and Questions

- Read through a primary and secondary source. Have students highlight and define terms in margins.
- Answer five questions and fill out graphic organizer.
- Use the Corroborating Sources Handout if needed.

04

Historical Writing Directions & Rubric

- Students will write a 1 paragraph expository paragraph to answer the historical question.
- Have students write their responses on lined paper or an online document.
- Students can refer to the rubric to ensure proficiency,



## ANTICIPATORY SET: Early Colonial America

### Student Response

*Use your prior knowledge to answer the questions*

### INVESTIGATING THE TRUTH ABOUT JAMESTOWN

*Historical Question: Did the early settlers of Jamestown resort to Cannibalism?*

**1**

Can you list some important events in world history where something happened that was terrible, evil, violent or embarrassing?

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**2**

Some historical events can make us uncomfortable to learn about. Should we still learn about these events, why or why not?

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**3**

Why would some people want to prevent people from learning about the “truth” in History? In other words, why do you think some history is “Censored” (or blocked out)?

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## ESTABLISHING CONTEXT

*Historical Question: Did the early settlers of Jamestown resort to Cannibalism?*

### TIMELINE

1607

#### **The first English colony of Jamestown is established in North America**

Jamestown was built on a peninsula in modern day Massachusetts. The land was isolated and was not suitable for agriculture (farming). But, was chosen for its strategic location by the ocean and rivers.

1607

#### **Native Americans were provoked into conflict**

Between May-July multiple Native American tribes mounted attacks on the Jamestown fort. But, Captain John Smith made an alliance with the Powhatan Confederacy (with the help of Pocahontas) and were able to trade for food and supplies.

1608

#### **Two supply ships bring in new colonists and much needed supplies**

Two ships bring in food and more colonists but the third supply ship never arrives. George Percy takes over from John Smith who was injured and sent back to England.

1609

#### **The winter of 1609, The “Starving Time” begins**

Two ships bring in food and more colonists but the third supply ship never arrives. George Percy takes over from John Smith who was injured and sent back to England. The Powhatans stop trading with the Colonists and colonists could not go hunting because the Natives would kill them.

1609

#### **A drought continues and a bitter winter ensues**

There had been a drought for a few years and it persisted in the winter; and, it was difficult for the Colonists to obtain clean drinking water. The winter of 1609 was especially harsh, houses were even used as firewood. One instance of Cannibalism is recorded by George Percy many years after.

1610

#### **By Spring only 60 Colonists remain alive**

The third supply ship finally arrives in May to find only 60 Colonists alive, nearly all sick or dying. Eventually, Jamestown becomes a thriving colony, but during the winter of 1609 almost led to the end of America’s first Colony.



## PRIMARY AND SECONDARY SOURCES

*Investigate: Did the early settlers of Jamestown resort to Cannibalism?*

### Student Task:

Read through each primary and secondary source and do the following tasks for each source:

- Circle 3 important or complex words and define term in the margins using context clues, a dictionary or the internet.
- Highlight any information that states whether or not people in Jamestown resorted to cannibalism.
- Answer the text dependent questions in complete sentences.
- Write down any of your questions in the margins.

### Source 1: George Percy

#### Primary Source

*About the Source: George Percy, a settler at Jamestown describes the events at Jamestown in the autumn of 1609; the Starving Time, during the winter of 1609–1610, when most of the colony died; and the colony's rescue. The account was written in the mid-1620's.*

“Now all of us at Jamestown beginning to feel that sharp prick of hunger which no man truly describe but he which has tasted the bitterness thereof... Then having fed upon horses and other beasts as long as they lasted, we were glad to make shift with vermin as dogs, cats, rats, and mice. All was fish that came to net to satisfy cruel hunger as to eat boots, shoes, or any other leather some could come by, and, those being spent and devoured, some were enforced to search the woods and to feed upon serpents and snakes and to dig the earth for wild and unknown roots, where many of our men were cut off of and slain by the savages. And now famine beginning to look ghastly and pale in every face that nothing was spared to maintain life and to do those things which seem incredible as to dig up dead corpses out of graves and to eat them, and some have licked up the blood which has fallen from their weak ellows. And among the rest this was most lamentable, that one of our colony murdered his wife, ripped the child out of her womb and threw it into the river, and after chopped the mother in pieces and salted her for his food.”

Source: "This starveing Tyme"; an excerpt from "A Trew Relacyon of the procedeings and ocurrentes of Momente which have hapned in Virginia [sic]" by George Percy in James Horn, ed., *Captain John Smith: Writings with Other Narratives of Roanoke, Jamestown, and the First English Settlement of America*. New York: Library of America, 2007.

## PRIMARY AND SECONDARY SOURCES Continued...

*Investigate: Did the early settlers of Jamestown resort to Cannibalism?*

### Source 1 Questions:

1. According to George Percy, describe the conditions at Jamestown during the “Starving Time”: Provide details from the source.

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2. What makes this source credible? (In other words, why should we trust his account?)

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3. What makes this source less reliable? (In other words, is there anything about the source that might not make this account of what happened accurate?)

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### Source 2: Archeological Evidence Secondary Source

“Despite this and other textual references to cannibalism, though, there had never been hard physical evidence that it had occurred—until now. The archeological team discovered the girl’s remains during the summer of 2012. “We found a deposit of refuse that contained butchered horse and dog bones. That was only done in times of extreme hunger. As we excavated, we found human teeth and then a partial human skull,” says William Kelso, lead archeologist.”

“The researchers used this reconstruction, along with the other data, to determine the specimen was a female, roughly 14 years old and of British ancestry. Douglas Owsley (Smithsonian forensic anthropologist) says the cut marks on the jaw, face and forehead of the skull, along with those on the shinbone, are telltale signs of cannibalism. “The clear intent was to remove the facial tissue and the brain for consumption. These people were in dire circumstances. So any flesh that was available would have been used,” says Owsley.”

Source: Stromberg, Joseph, “Starving Settlers In Jamestown Colony Resorted To Cannibalism.” Smithsonian Magazine. 2013. Web.

## PRIMARY AND SECONDARY SOURCES Continued...

*Investigate: Did the early settlers of Jamestown resort to Cannibalism?*

### Source 2 Questions:

4. What did archeologists find at Jamestown in 2012?

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5. What makes this source credible? (In order words, why should be trust this source- Hint: look up the Smithsonian Online or the Author's credentials).

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### Corroborate the Sources (how are they similar)?

Copy Evidence (quotations) in the table below

<i>Primary source from George Percy (Write a quote that is not mentioned or sounds different from the secondary source).</i>	<i>Write TWO quotes. One from the Primary source and one from the Secondary source that sound very similar or match each other.</i>	<i>Secondary Source quote: Archaeological evidence. (Write a quote that is not mentioned or sounds different from the primary source).</i>
	Quote 1:	
	Quote 2:	



## HISTORICAL THINKING SKILL

### *Corroborating Multiple Documents*

#### What is Corroboration?

Historians investigate what happened in the past. Historians try to piece together evidence (such as eye witness accounts, like diaries; or will examine old artifacts like clothing or pottery) to try to determine what happened in the past. The more evidence a historian has the clearer and more accurate picture of the past becomes. In order to determine what happened, historians do not only rely on one piece of evidence but find **corroborating** documents or artifacts that will provide additional details about an event, confirm an event or clarify what happened.

**Corroboration** asks historians to consider multiple documents or artifacts that will help clarify what actually happened.

#### Questions to Consider when you Corroborate Evidence

<b>01</b>	<b>Do two or more documents agree or disagree with each other?</b>	<ul style="list-style-type: none"><li>• One document might tell a different story</li><li>• Both documents might be very similar</li><li>• Is there anything missing or inconsistent between the two documents?</li></ul>
<b>02</b>	<b>Is there a reason why they are similar or different?</b>	<ul style="list-style-type: none"><li>• If they are similar: do the authors share a common perspective (Example: Both from a British perspective). In other words, biased.</li><li>• If they are different: are the two authors rivals? (They see things differently)</li></ul>
<b>03</b>	<b>What is the possible purpose for the document(s)?</b>	<ul style="list-style-type: none"><li>• Why was the document created?</li><li>• Could the author intentionally leave out or add information?</li><li>• Why was the document created at the time?</li></ul>
<b>04</b>	<b>Which documents are the most credible and reliable?</b>	<ul style="list-style-type: none"><li>• Is the author an expert in the subject? (Credible)</li><li>• Was the author a reliable reporter of the events? (Reliable)</li></ul>



## HISTORICAL WRITING

Use evidence to answer a historical question

### Student Task:

After you have read a primary and secondary source about cannibalism at Jamestown, you will now write one paragraph synthesizing corroborating evidence. Use the graphic organizer below to write a perfect paragraph.

### TASK

**1 Write Claim**  
First, we need to write a claim or the answer the historical question. This is 1 sentence and it simply answers the question.

**2 Support with Evidence**  
Second, find two similar or matching quotes from the sources that say that the colonists engaged in cannibalism.

**3 Analyze evidence**  
In your own words, discuss how similar the two sources are. Discuss why we should trust these sources. Discuss why combining multiple sources will provide a more accurate picture of what happened at Jamestown.

### SENTENCE STARTERS

After you read the documents, check the box that you believe answers the historical question:

- The early settlers of Jamestown resorted to cannibalism during the Starving Time.*
- The early settlers of Jamestown did NOT resort to cannibalism during the Starving Time.*

*Two sources corroborate that cannibalism took place at Jamestown, a \_\_\_\_\_ and \_\_\_\_\_. In the diary from \_\_\_\_\_ he states, "\_\_\_\_\_." To confirm this, archaeological evidence found \_\_\_\_\_.*

Use some of these sentence starters to help you  
*These two sources are very similar because...*

*Just relying on the diary could be problematic because..., but archaeological evidence is very reliable because...*



## RUBRIC: GUIDE FOR STUDENTS

*Use this handout to help you write a paragraph*

REQUIREMENT	PROFICIENT	EMERGING
<p><b>Thesis Statement</b> Presented a historically accurate thesis statement that answers the historical question.</p>	<p>Student wrote ONE CLAIM:  The early settlers of Jamestown resorted to cannibalism during the Starving Time. (or) The early settlers of Jamestown did NOT resort to cannibalism during the Starving Time.</p>	<p>Student attempted or forgot to write one claim as their first sentence or were off topic.</p>
<p><b>Provided Historical Evidence</b> Used TWO pieces of evidence from the documents and sources that accurately supports the thesis statement and is appropriately cited.</p>	<p>Student copied TWO sentences from the sources and both sentences showed that Cannibalism did take place at Jamestown. They also gave credit to the author (used their names).</p>	<p>Student did not include TWO quotes and/ or the sentences did not show that Cannibalism occurred at Jamestown and/ or did not cite the authors.</p>
<p><b>Document (Corroboration) Analysis</b> The evidence is evaluated and a discussion about how the evidence supports the thesis is presented.</p>	<p>Student explained how those quotes are very similar and discusses why multiple pieces of evidence provide clearer insight to what happened at Jamestown. Students explained why we should trust/ not trust the sources provided.</p>	<p>Student just summarized the quotes in their own words and did not explain how they corroborate one another (or match) and/or students made no attempt to explain why the quotes were provided.</p>
<b>SPELLING AND GRAMMAR</b>		
<p><b>Spelling</b> The paragraph is largely free from any spelling mistakes and careful consideration was taken to spell names and locations accurately.</p>	<p>The paragraph is double checked and peer reviewed for any spelling errors. Students used the internet or dictionary to ensure all words are spelled accurately.</p>	<p>Many errors were made in the paragraph.</p>
<p><b>Punctuation and Grammar</b> The paragraph is largely free from any grammatical errors.</p>	<p>All proper names and locations are capitalized. Student used periods and commas in appropriate spots. Student's used quotation marks around cited quotes.</p>	<p>Many errors were made. Some sentences are run on sentences, and/or punctuation was not used correctly, and/or quotes were not used when citing evidence.</p>