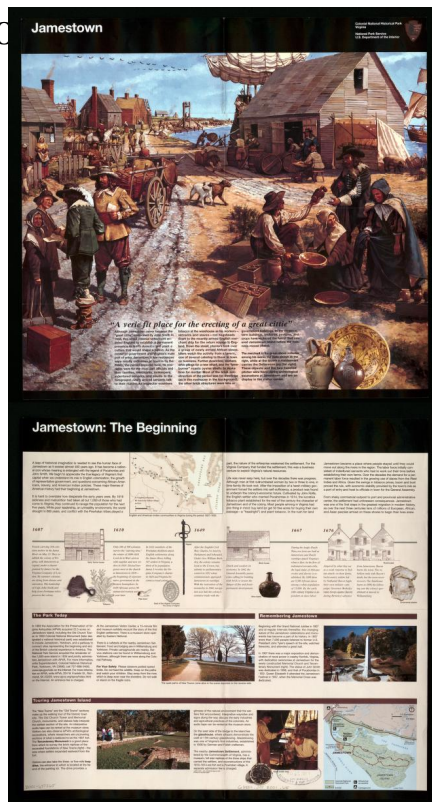


## ALBUM [JAMESTOWN'S SETTLERS](#)

### Album Description





- Some topics that I would like to research for my album and multi-genre project include indigenous People such as Chief Powhatan and Pocahontas (SOL 1.5a). I would also like to research the explorers John Smith and Christopher Newport (SOL 1.5b). I am interested in the relationship between the indigenous people and the explorers, as well as their journey in settling in Jamestown (SOL 1.4a) and how that came to be.
- The learners with whom I would be sharing this album would likely be a group of first grade Virginian students. These topics fall under the Virginia SOLs for first grade history (SOL 1.4 and 1.5). In creating these primary sources and lesson ideas, I would hope that other teachers or perspective teachers could use this album as a guide to help get ideas to teach these topics and SOLs to their first grade students through using primary sources: a great tool for teaching students, specifically about history!
- [Pre K - 2](#) [Social Studies/History](#)



## JAMESTOWN, COLORADO NATIONAL MONUMENT AND HISTORICAL PARK, VIRGINIA



### Teaching Notes:

For this source, I would only have students look at the top photo and discuss what they see with their classmates. I would then have the students fill out the attached worksheet to their best ability, making observations about the image: what they see, what they think people are doing, where they think it is, etc. Then, we would discuss as a class, and I would explain that this is Jamestown, and would go around asking students what they observed.

Analyze a Photograph 		
<p><b>Meet the photo.</b> What do you see?</p> <p>Is the photo?</p> <p><input type="checkbox"/> BLACK AND WHITE <input type="checkbox"/> COLOR</p> <p>Is there a caption?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, what does the caption tell you?</p>	<p><b>Observe its parts.</b> Circle what you see in the photo.</p> <p>  </p> <p>PEOPLE OBJECTS BOTH</p> <p>What are the people doing in the photo?</p> <p>What are the objects used for in the photo?</p> <p>Write two words that describe the photo.</p>	<p><b>Try to make sense of it.</b> Who do you think took this photo?</p> <p>Where do you think this photo was taken?</p> <p>List something that helps you prove where it was taken.</p> <p>Why do you think the photo was taken?</p> <p>How does this photo compare to modern times?</p>
<p><b>Use it as historical evidence.</b> Where do you think we could find out more information about the people or objects in the photo?</p>		

Materials created by the National Archives and Records Administration are in the public domain.



[Pre K - 2](#)   [Social Studies/History](#)   [Jamestown](#)

**Reference Link:** <http://www.loc.gov/resource/g3884j.ct009364/?r=-0.543,0.706,2.086,0.997,0>

Created / Published

- [Washington, D.C.] : The Service, [2001]

Notes

- - "\*GPO: 2001--472-470/00430. Reprint 2001."
- - Panel title.
- - Includes text, ill. (some col.), and map of "English and American Indian communities in Virginia during the period 1607-1635."
- - Text and col. ill. on verso.

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

Digital Id

- <http://hdl.loc.gov/loc.gmd/g3884j.ct009364>



## Teaching Notes:

This primary source is of native Jamestown men making dugout boats by burning and scraping with seashells.

Students will individually come up with as many "who, what, when, where, why, and how" questions as they can (Ex: Who are they? What are they building? Where are they? What are they building that for? etc.). Students will then share their questions with their table groups, and pick their favorite few questions, or the questions that were most frequently asked. Together, they will make a list of these questions, and I will have each table group share their collective questions, while I create a poster with a list of these common questions. We will work as a class to figure out as many answers to these questions as we can. [Pre K - 2 Social Studies/History](#) [jamestown](#)

**Reference Link:** <http://www.loc.gov/resource/cph.3b00422/>

## Summary

- Native men making dugout boats by burning and scraping with seashells.

## Created / Published

- [1590]

## Genre

- Book illustrations--1590
- Watercolors--1580-1590--Reproductions--1590
- Engravings--1590

#### Notes

- - Illus. in: Admiranda narratio, fida tamen, de commodis et incolarvm ritibvs Virginiae [...]. Wecheli : svmtibvs T. de Bry, 1590, [plate] 12.
- - Engraving by Theodor de Bry after watercolor by John White.
- - Title transcribed from Lorant, p. 249.
- - The New World [...] / Lorant, ed. New York : Duell, Sloan and Pearce, 1965, p. 249
- - Reference copy in LOT 4411-C.

#### Repository

- Library of Congress Rare Book and Special Collections Division Washington, D.C. 20540 USA

#### Digital Id

- cph 3b00422 //hdl.loc.gov/loc.pnp/cph.3b00422



## Teaching Notes:

### Compare and Contrast Activity

I would use this image of the Powhatan and Pocahontas saving John Smith in an activity, side by side with the following depiction of this scene. The students would make a Venn diagram, comparing and contrasting image 1 (this image) and image 2 (the following image). They will note similarities and differences, such as color vs. black and white.

**Reference Link:** <http://www.loc.gov/resource/pga.03285/>

### Summary

- Print showing Capt. John Smith, his head bound to a large stone, with Pocahontas leaning over him, preventing Opechancanough from striking him with an elaborate metal weapon. Powhatan is standing directly behind Smith with his left hand, holding a calumet, raised to stay the execution. A Native standing to the left is identified as "Namontake." Another Native is standing in the center background with two horses, leaning on the back of one that is marked with the design of a hand, he is holding a weapon. Standing behind Opechancanough is another Native holding a large club. There is a cluster of Natives, mostly women, in the background on the right.

### Created / Published

- N.Y. : Published by Hr. Schile, No. 36 Division St., [between 1870 and 1875]





#### Genre

- Lithographs--1870-1880

#### Notes

- - Title from item.
- - There are traces of a copyright statement in lower left corner.

#### Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

#### Digital Id

- pga 03285 //hdl.loc.gov/loc.pnp/pga.03285



### Teaching Notes:

For this image, I would have the students write down as many observations as possible, and given the image and the caption "The Wedding of Pocahontas", I would have each student write down a prediction of what they think is going on. This could include anything from who they think she is marrying, and who they think is at the wedding, to why they think she looks unhappy. This will hopefully get the kids thinking, observing, and generating predictions. We will then share out some predictions, to show the students that people can make different guesses based on the same image, and there may be no one right answer. [Pre K - 2](#) [Social Studies/History](#) [Pocahontas](#) [John Rolfe](#)

**Reference Link:** <http://www.loc.gov/resource/pga.03343/>

### Summary

- Print showing large gathering of Natives and Englishmen for an outdoor wedding ceremony between Pocahontas and John Rolfe.

### Created / Published

- Philadelphia : Published by Joseph Hoover, 719 Samson St., c1867.

### Genre





- Lithographs--1860-1870

#### Notes

- - Title from item.
- - Signed on stone "Hohenstein" on lower left.
- - Entered according to Act of Congress in the year 1867 by Joseph Hoover in the clerks Office of the District Court of the Eastern District of Pennsylvania.

#### Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  
<http://hdl.loc.gov/loc.pnp/pp.print>

#### Digital Id

- pga 03343 <https://hdl.loc.gov/loc.pnp/pga.03343>
- cph 3a08570 <https://hdl.loc.gov/loc.pnp/cph.3a08570>

**POCAHONTAS SAVING THE LIFE OF CAPT. JOHN SMITH / NEW ENGLAND CHROMO.**



**Teaching Notes:**

**Compare and Contrast Activity**

I would use this image of the Powhatan and Pocahontas saving John Smith in an activity, side by side with the previous depiction of this scene. The students would make a Venn diagram, comparing and contrasting image 1 (the previous) and image 2 (this image). They will note similarities and differences, such as color vs. black and white. [Pre K - 2](#) [Social Studies/History](#) [Powhatan](#)

**Reference Link:** <http://www.loc.gov/resource/pga.07768/>

**Created / Published**

- Boston : New Eng. Chromo. Lith. Co., c1870.

**Genre**

- Chromolithographs--Color--1870

**Notes**

- - C3414A2 U.S. Copyright Office.



#### Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

#### Digital Id

- pga 07768 //hdl.loc.gov/loc.pnp/pga.07768
- cph 3g03368 //hdl.loc.gov/loc.pnp/cph.3g03368
- cph 3a52041 //hdl.loc.gov/loc.pnp/cph.3a52041



## Teaching Notes:

Hi Mackenzie,

I am one of the TPS Network Mentors. This will be a challenge because of the nature of actual primary sources from the time. All of the items in your album are secondary sources created a century or more post-Jamestown. They present a very idealized white view of what occurred there to encourage a specific narrative of "look how we civilized the savages". For example, cannibalism occurred at the site because all of the people sent over were businessmen, not farmers and tradespeople. You won't find that in the 18th and 19th century primary sources. Very little survives from that time that young learners can access -- it is mostly texts and maps.

This is Captain John Smith's diary: <https://www.loc.gov/item/tmp92007025>

This is one of the maps John Smith made: <https://www.loc.gov/item/99446115/>

I would encourage you to seek out the Historic Jamestown museum website to look at the artifacts excavated from there.

[https://historicjamestowne.org/?srsltid=AfmBOopmgeh1onNm0dHcfrkJNYAYkFpE0cfPrKXcFayA1\\_QbZCXELSo](https://historicjamestowne.org/?srsltid=AfmBOopmgeh1onNm0dHcfrkJNYAYkFpE0cfPrKXcFayA1_QbZCXELSo)

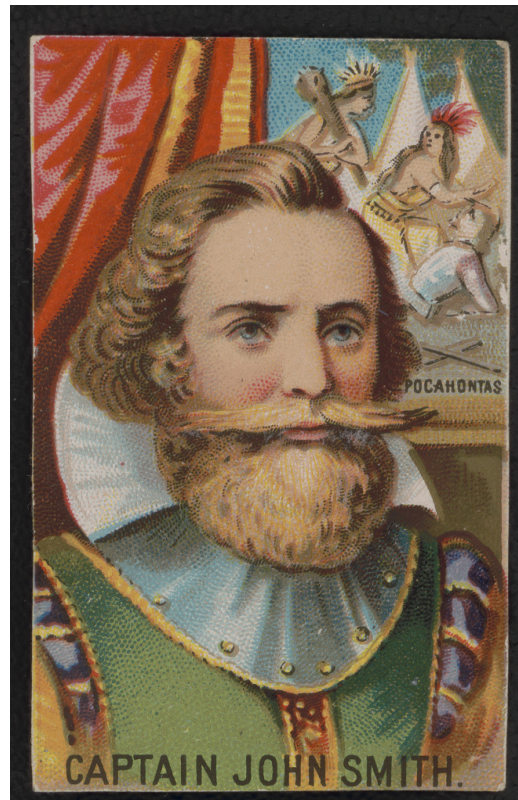
This site is good for some of the maps and actual primary source material. <https://dp.la/primary-source-sets/powhatan-people-and-the-english-at-jamestown>

Good brief narratives: <https://www.nps.gov/jame/learn/historyculture/a-short-history-of-jamestown.htm>

<https://www.jyfmuseums.org/visit/jamestown-settlement/history-of-jamestown>

Pocahontas <https://www.nps.gov/jame/learn/historyculture/pocahontas-her-life-and-legend.htm>

And this is the site for the Pamunkey nation -- Powhatan's people: <https://pamunkey.org/>



### Teaching Notes:

I would have students make a list of things they **notice**, and things they **wonder**. I would give them a few minutes to do so, and then ask prompting questions like "What do you see as the caption?", "Where do you think Smith is in the picture?", "What do you notice about the picture in the frame behind him? What do you think is happening in the frame behind him- have you seen that before?". I would allow students to discuss these questions, and then ask them to share their ideas.

[Pre K - 2](#)   [Social Studies/History](#)   [JohnSmith](#)

**Reference Link:** <http://www.loc.gov/item/2015651600/>

### Summary

- Print shows Captain John Smith, bust portrait, facing slightly right, in front of a red curtain, which is drawn aside to reveal a painting depicting Pocahontas interceding to save Smith's life. This may be part of the Great Americans cigarette series by W. Duke, Sons & Co.

### Created / Published

- [Place not identified] : [Publisher not identified], [1888?]

### Genre





- Cigarette cards--1880-1890
- Chromolithographs--Color--1880-1890

#### Notes

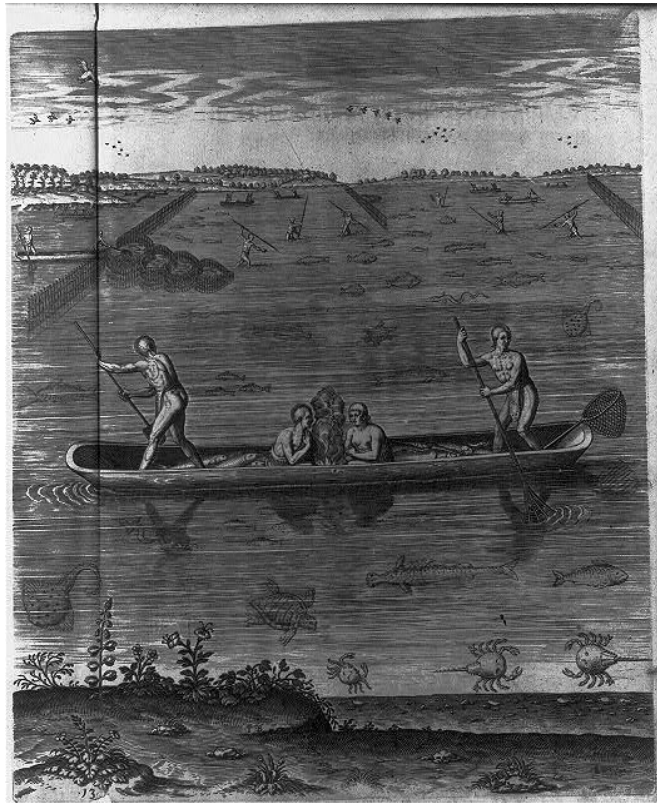
- - Title from item.
- - (DLC/PP-2001:068).
- - Forms part of: Marian S. Carson collection at the Library of Congress.

#### Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  
<http://hdl.loc.gov/loc.pnp/pp.print>

#### Digital Id

- ppmsca 39614 //hdl.loc.gov/loc.pnp/ppmsca.39614



### Teaching Notes:

#### See-Think-Wonder Activity

I would have the students look at, and discuss this photo of the native settlers catching fish. The students would fill out a See-Think-Wonder chart, noting the things they notice in the picture, what they think is happening, and what they wonder about it.

[Pre K - 2](#)   [Social Studies/History](#)   [Powhatan](#)

**Reference Link:** <http://www.loc.gov/item/2001696969/>

#### Summary

- Native men and women in a dugout canoe fishing while others in the background stand in the river and spear fish.

#### Created / Published

- [1590]

#### Genre

- Book illustrations--1590

- Watercolors--1580-1590--Reproductions--1590
- Engravings--1590

#### Notes

- - Illus. in: Wunderbarliche, doch warhafftige Erklärung, von der Gelegenheit vnd Sitten der Wilden in Virginia ... / Erstlich in engelländischer Sprach beschrieben durch Thomam Hariot, vnd newlich durch Christ. P. in Teutsch gebracht. Franckfort am Mayn : Gedruckt bey J. Wechel, in Verlegung D. Bry, 1590, [plate] 13.
- - Engraving by Theodor de Bry after watercolor by John White.
- - Title transcribed from Lorant, p. 250.
- - The New World [...] / Lorant, ed. New York : Duell, Sloan and Pearce, 1965, p. 251
- - Reference copy in LOT 4411-C.

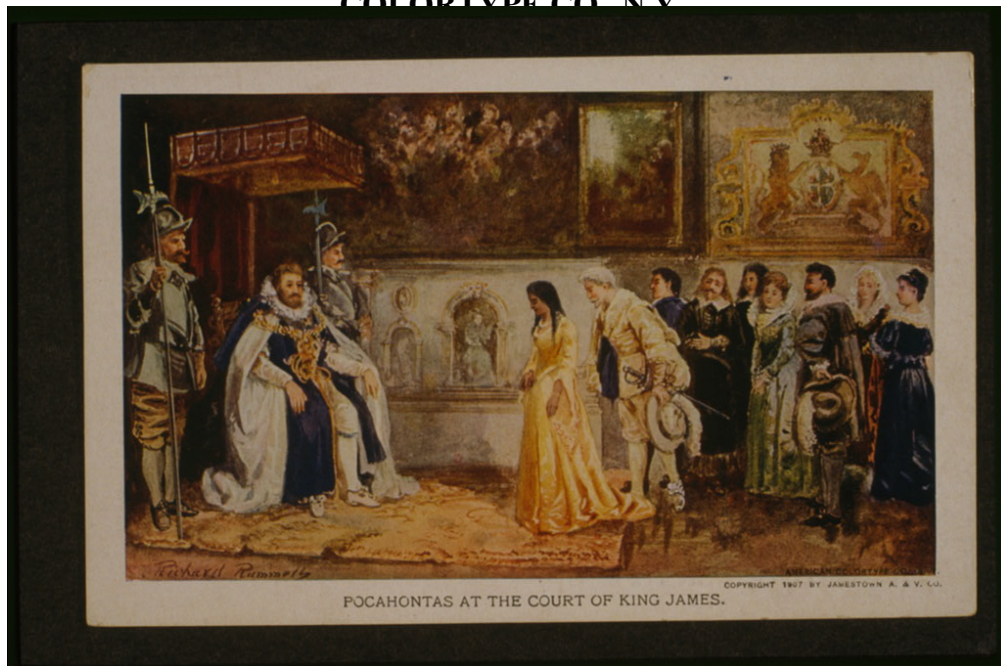
#### Repository

- Library of Congress Rare Book and Special Collections Division Washington, D.C. 20540 USA

#### Digital Id

- cph 3b01978 //hdl.loc.gov/loc.pnp/cph.3b01978

**POCAHONTAS AT THE COURT OF KING JAMES / RICHARD RUMMELS; AMERICAN  
COLORTYPE CO. N.Y.**



**Teaching Notes:**

For this primary source, instead of handing the students their own printed image, I would instead display it on the board, gradually. I would first have the image covered, and slowly uncover sections, from right to left. To start, I would uncover the group of people to Pocahontas' right, and have the students write down things they notice, and raise their hands for any questions they have. I would then reveal Pocahontas, and have them do the same process. Next, I would reveal King James and his guards, doing the same thing again. Once the whole photo is revealed, I will have them do the same thing for the picture as a whole, pointing out the caption to help them. We will then have a class discussion of who they think these people are, and what they think is happening.

[Pre K - 2](#) [Social Studies/History](#) [Pocahontas](#) [KingJames](#)

**Reference Link:** <http://www.loc.gov/item/2002719456/>

Created / Published

- Norfolk, Va. : published by the Concessionaire, The Jamestown Amusement & Vending Co., Inc. 1907.

Genre

- Postcards--1900-1910
- Halftone photomechanical prints--Color--1900-1910

Notes



- - Copyright by Jamestown A. & V. Co.
- - No. 11.

#### Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

#### Digital Id

- [cph 3f06370 //hdl.loc.gov/loc.pnp/cph.3f06370](https://hdl.loc.gov/loc.pnp/cph.3f06370)
- [cph 3b19289 //hdl.loc.gov/loc.pnp/cph.3b19289](https://hdl.loc.gov/loc.pnp/cph.3b19289)



**AMERICÆ PARS, NUNC VIRGINIA DICTA : PRIMUM AB ANGLIS INUENTA, SUMTIBUS DN. WALTERI RALEIGH, EQUESTRIS ORDINIS VIRI, ANNO DN?I. MDLXXXV REGNI VERO SERENISS. NOSTRÆ REGINÆ ELISABETHÆ XXVII, HUIUS VERO HISTORIA PECULIARI**



**Teaching Notes:**

I would hand out this map of Jamestown, and give each group a little poster board for them to write observations on. I would give them time to write things they notice, and then would have them fill out a "Think-Puzzle-Explore" chart. While they will this out, I will ask prompting questions to help them come up with "Puzzle" questions, such as: "What qualities make Jamestown a good place for new resources?".

The "Think-Puzzle-Explore" activity will include them writing:

- What they think they know about this topic/map
- What questions and puzzles they have about this topic/map
- How they might explore these puzzles

[Pre K - 2](#)   [Social Studies/History](#)   [Jamestown](#)

**Reference Link:** <http://www.loc.gov/item/78694920/>

Created / Published

- [Francofurtum ad Mænum] : De Brÿ, [1590]

Notes

- - Scale ca. 1:1,700,000.
- - Has watermark.
- - Oriented with north to the right.
- - Relief shown pictorially and by hachures.
- - Pictorial map.
- - Covers coastal region from Cape Fear to Chesapeake Bay.
- - From Thomas Hariot's A briefe and true report of the new found land of Virginia, 1590.
- - Vault
- - AACR2

#### Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

#### Digital Id

- <http://hdl.loc.gov/loc.gmd/g3880.ct000777>

**VIRGINIA / DISCOVERED AND DISCRIBED [SIC] BY CAPTAN [SIC] JOHN SMITH, 1606;**



**Teaching Notes:**

**Comparing Activity**

I would hand this map out after the previous map. I would have students compare and contrast the two maps, noting what one has more or less of than the other. I would have them make a bulleted list of similarities, and of differences.

I would then have them compare and contrast the ease of using google maps tools when making a map, versus how people had to make maps in the time of the early colonists. Also, I would have them compare the differences of *using* google maps versus using a map like this, when navigating things and places.

[Pre K - 2](#)   [Social Studies/History](#)   [Jamestown](#)

**Reference Link:** <http://www.loc.gov/item/2003670836/>

**Summary**

- Map showing Chesapeake Bay area and Indian place names with inset of Powhatan, and a Susquehanna Indian / John Smith.

Created / Published



- 1612.

#### Notes

- - Illus. in: A map of Virginia ... . Oxford: Printed by Joseph Barnes, 1612.
- - This record contains unverified, old data from caption card.

#### Repository


- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

#### Digital Id

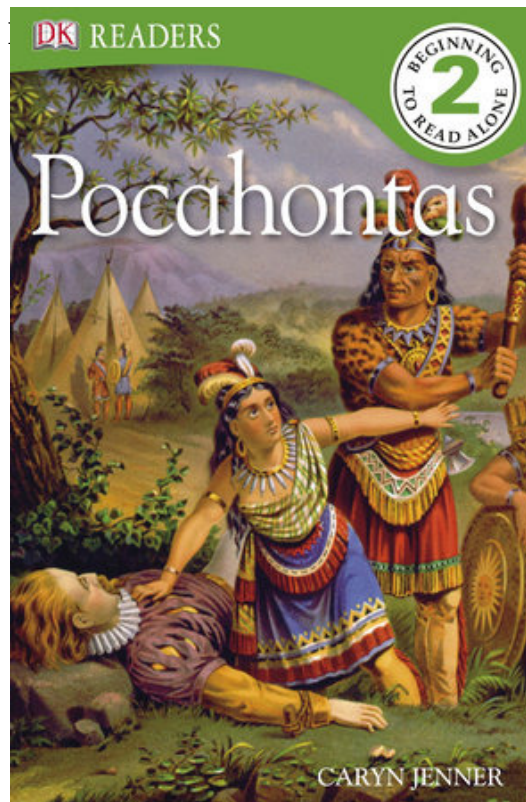
- cph 3b20836 //hdl.loc.gov/loc.pnp/cph.3b20836

### Teaching Notes:

For some great ideas on teaching with primary sources in early elementary grades, here are a few resources and exemplars.

- [Teaching with the Library blog posts](#) by  [Teresa St. Angelo](#) , the 2016-17 Library of Congress Teacher in Residence.
- [KidCitizen](#) and the [KidCitizen: Primary source inquiry for young learners](#) group.
- Network groups [Primary Sources in Elementary Education](#) and [See, Think, Wonder: Primary Sources in Early Childhood](#).





### Teaching Notes:

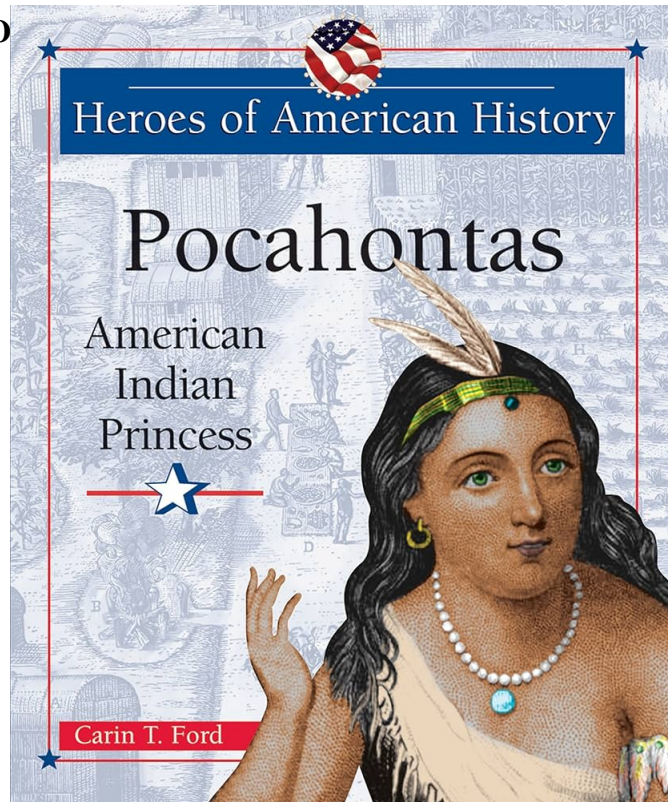
This children's book explains the story of Pocahontas' life, beginning with when the American settlers arrived. It walks through her life from that point until death, including her interactions with John Smith, the Powhatans, and John Rolfe. It is filled with beautiful illustrations of her life up until her death. One thing I really liked about this book was that it includes little figures at the bottom of some pages. These figures include specific images or maps of what the fiction book is really depicting in their illustrations. These captions and figures were very helpful, and they make this book a great one to use in a classroom setting. I would use this book as a read aloud for students still learning to read, but if you are teaching later grades, maybe second grade, you could have the students read this book on their own, with help and guidance from the teacher when needed.

[Pre K - 2](#)   [Social Studies/History](#)   [Pocahontas](#)   [Powhatan](#)   [John Smith](#)

**Reference Link:** <https://www.amazon.com/DK-Readers-Story-Pocahontas-Beginning/dp/0789466376>

HERO

S.JPEG

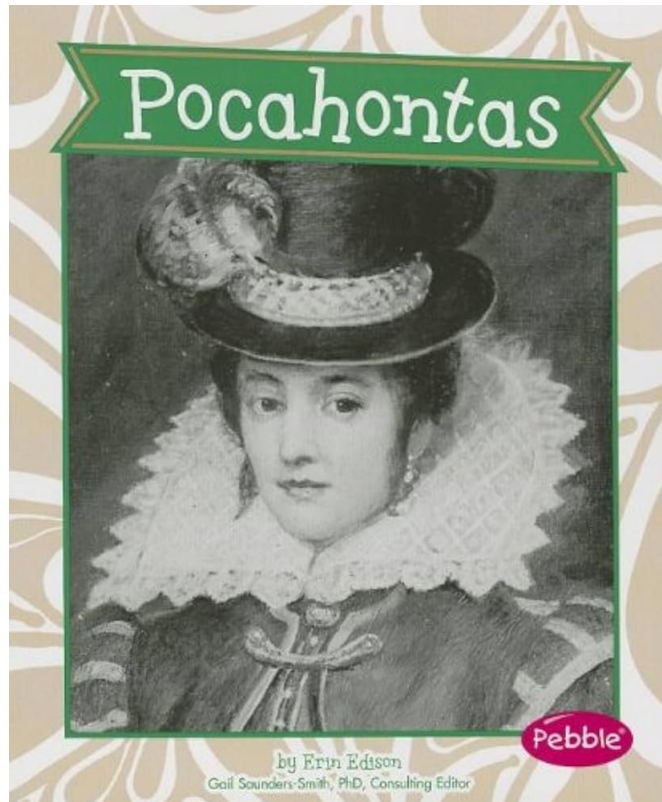


### Teaching Notes:

This book walks through Pocahontas' background and life, providing information about her family and the Powhatan, as well as a "chapter" on her and John Smith. It also has a "chapter" on the struggles at Jamestown, and more. The ending "chapters" contain a timeline, words to know, and more about Pocahontas. The whole children's book contains awesome pictures, as well as various primary sources that I even recognize from the research I have done on TPS and LOC. I really enjoyed this book and think it would be a great read aloud for kids. I would use this book in an activity after reading it, having the children work with the timeline and create their own, and having them work on the vocabulary words in the back of the book to teach and solidify these terms in their brains.

[Pre K - 2](#)   [Social Studies/History](#)   [Pocahontas](#)   [JohnSmith](#)   [Powhatan](#)

**Reference Link:** <https://www.amazon.com/Pocahontas-American-Indian-Princess-History/dp/0766026043>



### Teaching Notes:

This book provided a very detailed explanation of Pocahontas' life, starting with her early life, transitioning to her young adult life, and then her adulthood. The end has a glossary, a "read more" section, and a section on internet sites, which are all very helpful. The book has great images of primary sources. My favorite aspect of this book is the fact that the entire book has a timeline along the bottom of each page. This timeline is a great way to put into perspective the timing of these events, as it includes the years, as well as a very brief explanation of what happened that year (Ex: 1607: the English build Jamestown). I would use this book as a read aloud, ensuring to reference the timeline and ask questions as we read. Similarly to the last book, I would then have the students either construct their own timeline or do a vocabulary activity with the glossary.

[Pre K - 2](#)   [Social Studies/History](#)   [Pocahontas](#)   [Powhatan](#)   [JohnSmith](#)

**Reference Link:** <https://www.amazon.com/Pocahontas-Great-Women-History-Edison/dp/1620658615>