



JAMESTOWN - FACTORS AFFECTING POPULATION CHANGE, 1630-1700

TEACHER VERSION

Subject Level:

Elementary School
History

Grade Level:

4

Approx. Time Required:

120 minutes

Learning Objectives:

- Students will be able to analyze population information in a graph.
- Students will be able to conduct research on a topic and evaluate how that topic relates to population information in a graph.
- Students will be able to organize and present their research.

Activity Description

Students will work in teams to interpret a graph representing the growing population of Jamestown — an early colony in Virginia — from 1630 to 1700. Then each team will research a topic related to the population change in Jamestown. Using the graph data and their research, teams will create and deliver a presentation about the colony.

Suggested Grade Level:

4

Approximate Time Required:

120 minutes

Learning Objectives:

- Students will be able to analyze population information in a graph.
- Students will be able to conduct research on a topic and evaluate how that topic relates to population information in a graph.
- Students will be able to organize and present their research.

Topics:

- Colonial history
- Jamestown
- History of Virginia

Skills Taught:

- Analyzing change over time
 - Public speaking and presenting
 - Researching historical information
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Materials Required:

- The student version of this activity, 5 pages
- Colored pencils or markers
- Construction paper or poster board
- Index cards

Optional: A computer with Internet access for each student

Activity Items

The following item is part of this activity. The item and its source appear at the end of this teacher version.

- Item 1: Estimated Virginia Population, 1630-1700

For more information to help you introduce your students to the Census Bureau, read "[Census Bureau 101 for Students](#)." This information sheet can be printed and passed out to your students as well.

Standards Addressed

See charts below. For more information about the standards, read

["Overview of Education Standards and Guidelines Addressed in Statistics in Schools Activities."](#)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard	Strand	Cluster
<p>CCSS.ELA-LITERACY.RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>RI 4 - Reading Informational Text</p>	<p>Integration of Knowledge and Ideas</p>
<p>CCSS.ELA-LITERACY.SL.4.4</p> <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>SL 4 - Speaking and Listening</p>	<p>Presentation of Knowledge and Ideas</p>

UCLA National Standards for History: Standards for Grades K-4

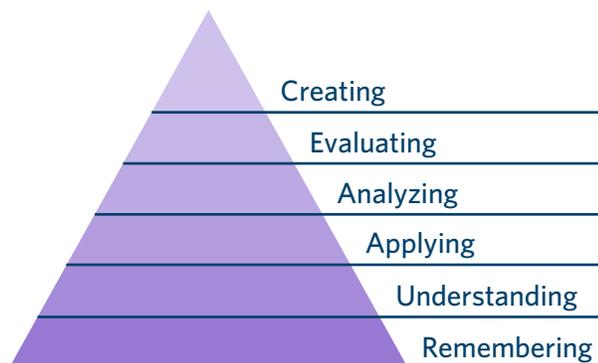
Era	Standard
Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage	Standard 5A: Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.

UCLA National Standards for History: Historical Thinking Standards

Standard	Description
1 - Chronological Thinking	Distinguish between past, present, and future time. Students will analyze population data for Virginia from 1630 to 1700.
2 - Historical Comprehension	Utilize visual and mathematical data. Students will analyze a graph showing a change in population.
3 - Historical Analysis and Interpretation	Analyze cause-and-effect relationships. Students will conduct and present research that shows how certain factors affected the change in Jamestown’s population from 1630 to 1700.
4 - Historical Research Capabilities	Obtain historical data. Students will research topics related to population change in Jamestown.

Bloom’s Taxonomy

Students will research and *analyze* information about Jamestown, an early colony in Virginia.



Teacher Notes

Before the Activity

Students must understand the following key terms:

- **Brackish** – describes water that is slightly salty; a mix of river water and seawater
- **Tobacco** – a plant whose leaves are processed to be smoked in cigarettes or chewed
- **Cash crop** – a crop, such as cotton or tobacco, that is grown to be sold rather than used by the people who grow it
- **Colony** – an area that is under the full or partial control of another country and is occupied by people from that country
- **Environment** – the surrounding natural conditions of an area
- **Immigration** – movement of people into a country
- **Migration** – population movement within the borders of a country, usually to find work or better living conditions
- **New World** – a name for the North and South American continents during the period of European exploration
- **Settlement** – a place where people establish a community
- **Swamp** – an area of low-lying ground that collects water and is not typically used for farming

Students should have a basic understanding of the following concepts:

- Jamestown
- The Powhatan people

Teachers may want to show students a photograph of a tobacco plant to aid in their understanding of the term. Teachers should review the answers in part 1 of the activity, specifically the notes about the census for the first question, and plan to share that information with students so they can answer the second question.

During the Activity

In part 1, teachers will guide students in reviewing **Item 1** and answering the questions. Teachers should explain to students that the broader Virginia colony included Jamestown between 1630 and 1700.

Teachers will then tell students that, for the next part of the activity, they will be divided into small teams to research different topics related to population change in Jamestown. Teachers could come up with topics or let students determine their own topics to research. Ideas include:

- Powhatan people and leaders

- Land and environment
- Tobacco farming

Teachers will tell students that they will work as a team to conduct their research and to create and deliver presentations on it. Students could be assigned specific roles, e.g., note taker, team leader, presentation organizer. Teachers should determine guidelines for presentation length.

Teachers will direct students to record their findings and questions in the spaces provided in part 2 of the activity. Teachers will mention the specific resources students should use — such as textbooks, class notes, library books, or online resources (e.g., PebbleGo). Teachers should offer students significant guidance as they conduct their research.

Teachers will pass out materials to create the presentations in part 3, telling students that they should make a poster and write notes on index cards. Teachers will tell students that their posters should include five to seven facts about their research topic and at least one fact from **Item 1**.

Teachers will direct students to rehearse their presentations when they're done.

After the Activity

Teachers will lead the class through the poster presentations and address any questions at the end.

Extension Ideas

- Teachers could ask students to write an answer to this prompt: What factors affected the growth of Jamestown?
- Teachers could read to students from these books about Jamestown:
 - "The Mystery at Jamestown: First Permanent English Colony in America!" by Carole Marsh
 - "My America: Our Strange New Land: Elizabeth's Jamestown Colony Diary, Book One" by Patricia Hermes
 - "My America: The Starving Time: Elizabeth's Jamestown Colony Diary, Book Two" by Patricia Hermes

Student Activity

Printable student versions are available [here](#).

Activity Item

The following item is part of this activity and appears at the end of this student version.

- Item 1: Estimated Virginia Population, 1630-1700

Student Learning Objectives

- I will be able to understand population information in a graph.
- I will be able to research a topic to see how it affected population changes.
- I will be able to organize my research and present it.

Warmup: The whole Virginia colony included Jamestown, which was established in 1607. What do you think life was like back then?

Part 1 - Look at a Graph

Let's look at Item 1: Estimated Virginia Population, 1630-1700. What could the graph tell us about the population of Jamestown, Virginia, during that time period?

The graph shows that the population of Virginia — which included Jamestown — grew steadily from 1640 to 1700. There was a large jump in population from 1630 to 1640.

After students answer this question, teachers should explain that the graph shows the estimated — not exact — population of Virginia because an accurate count of the population didn't exist yet. As the United States grew, its leaders realized that they needed a better and more official way to count the people living in the country so that they could effectively serve them. So in 1790, nearly 200 years after Jamestown was first settled, the first census began. (Explain that the census is a count of the population conducted by the U.S. Census Bureau, which is part of the federal government.)

Teachers can get more information about the first census here: www.census.gov/history/www/through_the_decades/overview/1790.html.

When Jamestown was settled, the census did not exist yet. What kinds of problems might this have caused?

Student answers will vary but could include the following: There wasn't an accurate count of the people living in Jamestown; there was only an estimate. That could have made it hard to know how many resources (food and workers, for example) were needed for the people living there to be healthy and happy.

Part 2 - Research a Topic

As you research your topic with your group, record what you learn here so you can present it later:

Facts Learned: Jamestown

1. Presenter Names: _____

2. Topic: _____

3. Facts about my topic: **Student answers below will vary depending on the topic chosen.**

- _____
- _____
- _____
- _____
- _____
- _____

4. Questions I have: **Student questions below will vary depending on the topic chosen.**

- _____
- _____

5. How does this topic relate to the change in population in Virginia — which included Jamestown — between 1630 and 1700? Do you think it helped the population grow or made it harder for the population to grow?

Student answers will vary, but here are some sample answers for each topic:

- **The Powhatan People and Leaders. The settlers who landed in Jamestown in 1607 were attacked several times by an Algonquian tribe known as the Powhatan or the Powhatan Confederacy, led by Chief Powhatan. Initially, the settlers were not trusted and were seen as invaders, but both sides**

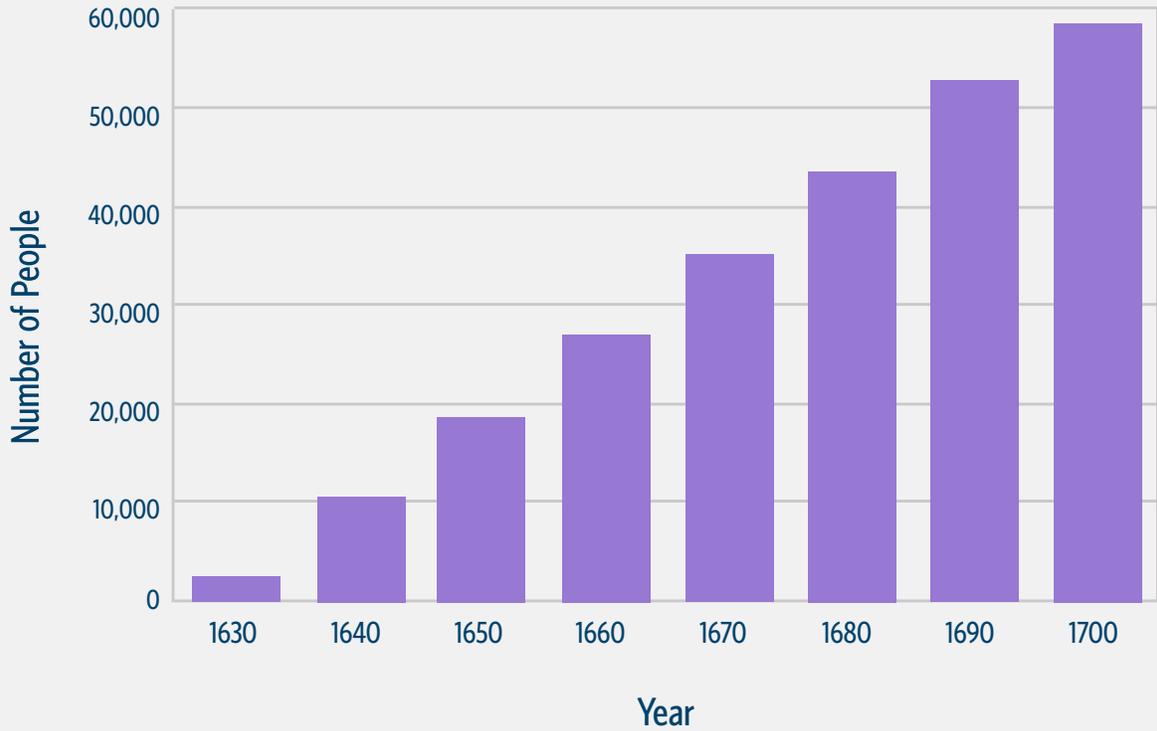
soon realized that they could help each other. In 1614, Chief Powhatan's daughter, Pocahontas, married a Jamestown leader, John Rolfe, which contributed to peaceful relations. After Pocahontas' death, the relationship between the settlers and Native Americans became strained again. In 1622, the Powhatan attacked Jamestown, killing 300 to 400 settlers — one-fourth of Jamestown's population. As the colony grew, the Powhatan people continued to resist the expansion of its population under their varying leaders, including Chief Opechankeno, until as late as 1644. Aside from initial trade and peace agreements between the Powhatan people and settlers, continued conflict with the Powhatan people prevented Jamestown from thriving. So although the population of Virginia did increase, this conflict hindered the colony's growth.

- **Land and Environment.** Jamestown was established in 1607 on a peninsula near the James River. The area was initially selected because of its location near the Atlantic Ocean, which made it accessible to ships and seemingly easy to defend. And Native Americans did not live on this particular plot of land — probably because they knew its swampy nature was not good for farming — though it was still within their territory. The land also brought many mosquitoes, which carried diseases that were deadly to the settlers. Also, since the land was close to the ocean, the water was brackish, meaning it was not drinkable. These conditions led to famine and many deaths. During the winter of 1609-10, so many settlers died that they called it "The Starving Time." These issues made life difficult in Jamestown, so when the colony experienced a fire in 1698 the settlers moved to Middle Plantation, which is present-day Williamsburg, Virginia. This area was farther inland, so the settlers experienced fewer environmental issues there. The population of Virginia increased steadily through 1700 despite the problems that the settlers in Jamestown experienced with the land and environment.
- **Tobacco Farming.** John Rolfe set out for Virginia in 1609 to create a profitable venture for English trade. His ship was blown off course due to bad weather, so at one point he ended up in Bermuda, where he may have picked up tobacco seeds. He eventually made it to Virginia. The seeds were planted and grew well in the environment. The tobacco leaves then were sent to England, and many Europeans said they liked that tobacco better than other tobacco they had been using. By 1630, the Virginia tobacco was in demand in England. Tobacco was sent to England every year. Tobacco was a successful cash crop — grown to be sold, not to be used by its growers. Since the crop was so successful, more and more settlers moved to Jamestown. Tobacco farming became a way to make money to survive in the colony. Later, a law was passed saying that farmers had to grow corn in addition to tobacco so that no one would starve. Eventually, tobacco plantations covered the Virginia landscape. Overall, this helped the population of the broader Virginia colony, which included Jamestown, to grow and eventually become one of the richest and most powerful colonies of its time.

Part 3 - Create a Poster

Using what you found in parts 1 and 2, work with your group to create a poster (which you will present to the class) showing how your topic relates to the change in population in Virginia, including Jamestown, between 1630 and 1700.

Item 1: Estimated Virginia Population, 1630-1700



www2.census.gov/prod2/statcomp/documents/CT1970p2-13.pdf

Graph data were adapted from: U.S. Census Bureau, *Colonial and Pre-Federal Statistics, Series Z 1-19. Estimated Population of American Colonies: 1610 to 1780.*

To view the source data, click on the link above and go to Page 1168.