

LESSON PLAN FOR VIRGINIA PATHWAYS EPISODE 4 SEGMENT 1: THE THREE CHARTERS OF VIRGINIA

Video Segment Summary

Running Time: 4 minutes

Opening

The video opens with a shot of an American flag followed by a montage of images related to civil rights. These include the Lincoln Memorial, the Capitol, the Washington Monument, Mount Rushmore, protestors, and the Reverend Martin Luther King, Jr. The narrator explains that although people come to America looking for personal and civil rights, Americans have not always had those rights. We have gradually acquired them over hundreds of years and the process continues today. In order to understand how civil rights in America began, it is necessary to look at the birth of Virginia.

Text and Description of Video Scenes

Manuscripts of the three charters of Virginia are shown as the narrator explains them:

In 1606, the Virginia Company of London allowed investors to begin colonies in the New World. This was known as the First Charter of Virginia. In 1609, the Second Charter of Virginia allowed for the first representative form of government in the New World. In 1612, a Third Charter of Virginia gave English rights to the colonists. This meant the colonists had the same rights as people in England.

Mrs. Miller, her daughter, Kelly, and Kelly's friend, Robert, are shown with a costumed interpreter at Jamestown. The interpreter explains: At first the Indians gave English colonists food and taught them how to survive in the wilderness. Life in Virginia was hard and very different than the life the colonists were used to in England. Most of the original colonists were men looking for gold and a trade route to Asia. When no gold was found, the plan for the colony changed. About twelve years after the first men arrived, ninety unmarried women came from England. They married the colonists and started families. The first Africans arrived about the same time as the women. The Africans were brought either as slaves or as indentured servants.

The scene fades to illustrations of life in early Virginia with the following narration:

In the early years settlers and Indians lived together much of the time, thanks to Captain John Smith. Captain Smith provided leadership and worked together with the Powhatan Indians to provide corn for the starving settlers. The Powhatans also gave colonists advice on how to grow tobacco. But over time as more settlers came to Virginia, problems developed. After several years of fighting between settlers and

Indians, a prominent English colonist named John Rolfe married Pocahontas, the daughter of a powerful Powhatan Indian chief. This again brought peace to the area.

Segment 1: The Three Charters of Virginia

As more settlers came to Virginia they moved farther into Powhatan territory, forcing the Indians from their homeland. The settlers didn't respect the rights of Indians to live the way they wanted. This later led to conflict. The settlers kept moving farther inland in search of more farmland for growing their tobacco. Growing tobacco and exporting it to England was the key to the survival of Jamestown as the first permanent English colony in America. As more tobacco fields were planted, more cheap labor was needed.

The segment ends here with a photo of a tobacco field and small house.

Learning Objectives

As part of learning SOL 4.1 a, 4.3 a, and 4.3f the student will be able to:

- give the dates and reasons for the first permanent English settlement at Jamestown;
- explain the significance and purposes of the three charters of Virginia;
- explain the reasons for the shift in focus from the original purpose of the colony at Jamestown;
- describe the reasons for conflict between the settlers and the Powhatan Indians;
- describe the efforts and achievements of John Rolfe and Captain John Smith;
- define the following words in context: *civil rights, colonies, exporting, indentured servant, individual, investors, New World, representative government, settlers, and trade route.*

Pre-Viewing Activities

1. Complete the *Anticipation Guide* and the first two columns of the KWL Activity sheet.
2. Use the *Word Meaning Prediction Chart* to introduce some of the vocabulary words.
3. Invite students who have moved to your area to tell what it was like when they first arrived and how their present location is different from their previous home. Ask students what they think it was like for the first English settlers when they came to Jamestown.
4. Explain to students that the term "Africans" is used in the video because it