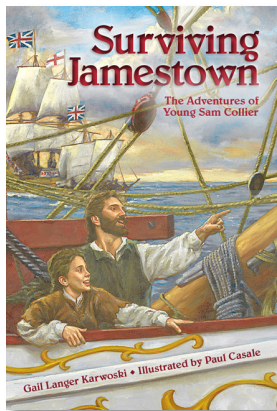


TEACHER'S GUIDE



Surviving Jamestown

The Adventures of Young Sam Collier

Written by Gail Langer Karwoski | Illustrated by Paul Casale

HC: 978-1-56145-239-2 | PB: 978-1-56145-245-3 | Also available in e-book

Ages 8–12 | Historical Fiction
AR • RC • Lexile • F&P • GRL W; Gr 6

ABOUT THE BOOK

In 1607, 104 men set sail aboard three tiny ships on a voyage to a new land. What they found became the first permanent English settlement in the New World: Jamestown. Among the brave adventurers who made the journey was a young boy named Sam Collier, the page of famed Captain John Smith. Disease, famine, and continuing attacks by neighboring Algonquin Indians took a tremendous toll on the settlers. Sam was one of the few to survive the harsh realities of the New World during the first years of Jamestown.

Based on author Gail Langer Karwoski's careful research, this fictional account portrays the struggles and successes of our country's earliest settlers, as seen through the life of a boy. Young readers will enjoy following this story of courage and survival while learning about this important period in the history of the United States.

Writing from History: Fictionalized Journals

- Discuss: How do historians find out what happened? (Possible responses: They examine artifacts, analyze skeletal remains, look at artwork and writings.)
- Put the term “primary source” on the board or overhead. Tell students that when a person witnesses an event and then recounts that experience—either in written, drawn, photographed, or recorded form—the document produced is called a primary source. Primary sources take different forms: letters, diaries

and journals, newspaper accounts, census and shipping records, autobiographies.

- Contrast primary sources with secondary sources—accounts written after the actual event has taken place, such as biographies, textbooks, and so on. Which is more accurate? (Students may assume that primary sources are always reliable. Point out that writers of primary sources may have political motivations for distorting truth, or they may misinterpret events because of their limited knowledge of geography, foreign languages and customs, etc.)
- Some well-known historical novels (like the *Dear America* series and Pam Conrad's *Pedro's Journal*) are fictionalized versions of primary sources. Tell students they are going to create their own fictionalized primary sources based on *Surviving Jamestown*.
- Have students scan the novel to search for an episode that intrigues them. (Suggestions: catching songbirds in the West Indies, the assault by Native Americans when the ships first landed on the shore of the James River, the Indian ambush on the settlement, the fire, John Smith's gun powder injury.)
- Have students choose three of the book's characters and rewrite this episode in first-person from each of their characters' points of view. The three characters' accounts should reflect their varying knowledge levels (Was this character a participant in the event or did he hear about it from someone else who was there? One character might be particularly knowledgeable about wounds; another might be able to understand

the Indians' language.), their feelings and opinions, and their distinct "voices." (Some characters might write formal prose that reflects their higher status and education level. Others might have a simpler vocabulary, like that of a servant or child.) These accounts may take the form of diary or journal entries, letters, or autobiographical narratives.

- Have the students share their work by reading aloud. The writer should choose two other students and each will read aloud one of the character's accounts. (If the whole class is familiar with the novel, you might let the other students guess which character wrote each of the accounts.)

Writing from History: Overhead Projector Puppet Show

Note: If you need a program for parent night, this works beautifully. It's also an effective, inexpensive, and nifty way for you to present a book talk to your students.

Materials:

- overhead projector
- transparency paper
- dry-erase markers
- old file folders or other sturdy paper
- popsicle sticks, pencils, disposable chopsticks, etc.
- glue or tape
- scissors
- Have the students work in groups of two to four. Tell them to scan *Surviving Jamestown* to choose an episode that intrigues them. The best choices would be incidents that are dramatic and central to the story. (Note: Encourage each group to choose a different episode.) Tell each group to write a short play from the episode. (This will work best if the plays are written for two to four characters.)
- Give out transparency sheets and a set of dry-erase markers to each group. Students will draw and color the backdrop for their play(s) on these sheets. Use one sheet per setting. (The student art will glow like stained glass windows when projected!)
- Have students make puppets by drawing a silhouette of each character and cutting this figure out of stiff paper, such as an old file folder. The puppets should be no taller than three to four inches. Using glue or tape, attach each silhouette to a popsicle stick, soda straw, disposable chopstick, or even a pencil.
- As the students read aloud the lines of the characters in their plays, they should manipulate their stick

puppets against the backdrop. Let each group practice with the overhead projector. Then stage a production for another class. By performing the scenes in order, your class will present the complete history or tell the complete story of a book.

Extending the Experience through Research

- Sam Collier stayed in Jamestown after John Smith returned to England. Sam remained in the colony until his death during the winter of 1622–23. Research what happened in Virginia between 1609 and Sam's death. Write a new last chapter for *Surviving Jamestown*.
- Jamestown was the seat of colonial government until 1699. Make a timeline of the major events in the colony's history, beginning with its establishment in 1607 and continuing through 1698, when the government of Virginia was shifted to what became Williamsburg.
- Research the establishment of the Massachusetts colony in Plymouth. Write an essay to compare these events with those in the founding of Jamestown.

RESOURCES

This list of suggested websites and titles was developed with assistance from Nancy Egloff, historian at the Jamestown Settlement.

WEBSITES

Association for the Preservation of Virginia Antiquities:
<https://preservationvirginia.org>

Colonial National Historical Park:
<https://www.nps.gov/colo/index.htm>

Jamestown Settlement
(Detailed lesson plans are available at this site
www.historyisfun.org)

FURTHER READING FOR STUDENTS

Nonfiction:

- Campbell, Elizabeth A. **Jamestown: The Beginning**
- Fritz, Jean. **The Double Life of Pocahontas**
- Graves, Charles P. **John Smith: A World Explorer** (Chelsea House Junior World Explorers series)
- "Jamestown." *Cobblestone: The History Magazine for Young People* V.ol.15, April 1994
- January, Brendan. **The Jamestown Colony** (We the People series)
- Rountree, Helen C. **Young Pocahontas in the Indian World**
- Sakurai, Gail. **The Jamestown Colony** (Cornerstones of Freedom series)
- Stanley, Melanie Zucker. **John Smith** (Just in Time Biographies)

Historical Fiction:

- Bulla, Clyde Robert. **A Lion to Guard Us**
- Collier, James Lincoln. **The Corn Raid: A Story of the Jamestown Settlement** (Jamestown's American Portrait series)
- Hermes, Patricia. **The Starving Time: Elizabeth's Diary, Book Two, Jamestown, Virginia, 1609** (My America series)
- Knight, James E. **Jamestown: New World Adventure** (Adventures in Colonial America series)
- Massie, Elizabeth. **1609: Winter of the Dead: A Novel of the Founding of Jamestown** (Young Founders series)
- McDonald, Megan. **Shadows in the Glasshouse** (American Girl History Mysteries series)
- Sewall, Marcia. **James Towne: Struggle for Survival**
- Umhau, Jan Fleet. **Potomac Captive: The Adventures of Henry Fleete**

FOR TEACHERS

- Egloff, Keith and Deborah Woodward (editors) **First People: The Early Indians of Virginia**
- Haile, Edward Wright (editor). **Jamestown Narratives: Eyewitness Accounts of the Virginia Colony: The First Decade: 1607–1617**
- Hume, Ivor Noel. **The Virginia Adventure: Roanoke to James Towne: An Archaeological and Historical Odyssey**
- Kelso, William M. **Jamestown Rediscovery: Search for the 1607 James Fort**
- Rountree, Helen C. **Pocahontas's People: The Powhatan Indians of Virginia through Four Centuries**
- Vaughan, Alden T. **American Genesis: Captain John Smith and the Founding of Virginia**

REVIEWS

"The story flows well and is a good fictional introduction to Jamestown. Casale's full-page pencil drawings nicely supplement the text. Maps aid in locating travel routes and Virginia sites mentioned, and an 'Author's Note' helps to separate fact from fiction."

—**School Library Journal**

"This story, told from a boy's perspective, gives a unique look into part of the nation's history. Readers of historical fiction will enjoy reading about [Sam's] courage in an unsettling time. It is apparent that Karwoski spent a great deal of time researching the time period. A great learning tool for middle school teachers to use as a supplement to the study of early settlers and settlements."

—**KLIATT**

"...recommended to readers who have enjoyed the *Dear America* and *My America* series."

—**VOYA (Voice of Youth Advocates)**

"This is an excellent informative book which I have read to my class several years to prepare them for our field trip to historic Jamestown Settlement."

—**ACS Reader's Haven blog**

AWARDS

Best Children's Books of the Year —Bank Street College of Education

ABOUT THE AUTHOR

Gail Langer Karwoski received her B.A. from the University of Massachusetts at Amherst and her M.A. from the University of Minnesota, later earning her elementary and gifted teaching certificates at the University of Georgia. She has taught elementary, middle, and high school students. Karwoski also co-authored *The Tree That Owns Itself*, a collection of stories from Georgia history. That book won the Storytelling World Award and the 1996 Georgia Authors of the Year for Juvenile Literature. She is also the author of *Surviving Jamestown* and *Quake!*. Karwoski lives in Watkinsville, Georgia.

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ABOUT THE ILLUSTRATOR

Paul Casale, a native of Brooklyn, graduated from the Pratt Institute, where he won numerous awards. A member of the Society of Illustrators, he has illustrated many children's books, including *Winners Take All* by Fred Bowen, as well as titles in the *Jewel Princess* series and books written by Matt Christopher. He lives in New Jersey with his family.

Peachtree Teacher's Guide for
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prepared by Gail Langer Karwoski

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