

# CHAPTER 1

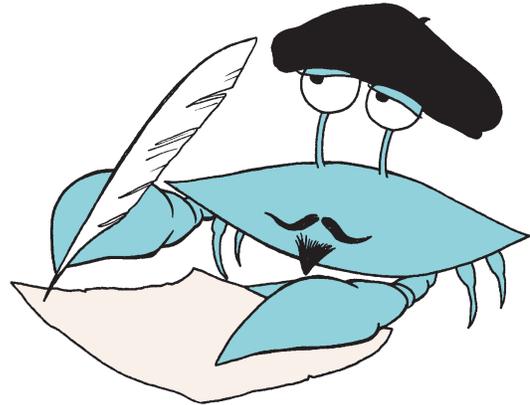
# A HOUSE FOR BURGESSES

## READING STRATEGY SUGGESTIONS

### SKILLS

Prepositions  
Predicting Outcomes  
Story Vocabulary

Main Idea  
Noting Details



## 1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about England’s first permanent settlement in

**North America: Jamestown. How did the English get to Jamestown?”**

➤ **Take** a picture walk through the first story, “A House for Burgesses,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

## 2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

➤ **Tell** students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

### VOCABULARY DEFINITIONS (in order of appearance)

**economic venture** (p. 2) – an attempt to find valuable goods or establish valuable trade

**Virginia Company of London** (p. 2) – group of wealthy English businessmen who paid for the men and supplies to establish the English settlement at Jamestown

**Lost Colony of Roanoke** (p. 2) – failing attempt to start an English colony in America

**king** (p. 2) – head of a monarchy government; usually inherits the title from family

(VOCABULARY, continued from previous page )

**rights** (p. 5) – powers, liberties, or privileges a person owns by law or nature

**representative** (p. 5) – person elected by others to make choices or votes for them

**House of Burgesses** (p. 5) – first elected legislative body in America giving settlers the opportunity to control their own government

**royal governor** (p. 6) – person appointed by the king to rule a colony for him

### 3. WORD STUDY

---

☞ **Read** a page in the story. **Point** out the words that are **prepositions** in the story. **SAY:** “**A preposition is a word that connects a noun to another word and usually shows a relationship of place or time. Can you find some prepositions among the words of this story?**”

☞ **Point** to examples in the story: (p. 2) of the new company, in Virginia, of London, into, in North America, for attacking

Spanish ships, with Spain (p. 3) of London, to North America, of the money, in charge, in the settlement, to a seven-man council, on it (p. 4) in Jamestown, to England, in the winter, of 1609-10, of London, of the 500 people, up the James River (p. 6) to, in, of, from, for, on, toward. **ASK:** “**How does each preposition link the noun with the rest of the sentence?**”

### 4. READ THE STORY FOR WRITING PROMPTS

---

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “**As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.**”

☞ **Read** a page. **ASK:** “**What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.**”

☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

☞ **SAY:** “**A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.**” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

### 5. RESPOND/ASSESS

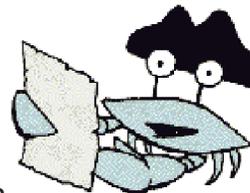
---

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.

## HISTORY ACTIVITY

# DIVIDED THEY FALL

As Chester's story shows, there were many factors that led to the demise of the London Company, the group sponsoring the first settlement at Jamestown.



Here's a selection of events and issues that the colonists faced. Place the number of each phrase under the most appropriate category:

1. Lack of cooperation among settlers
2. Martial law declared
3. Mismanagement of resources
4. Not enough food
5. Little profit in selling poor quality tobacco
6. Disease
7. Unfriendly Indians, Indian Massacre of 1622
8. Lottery doesn't attract many settlers
9. Unpopular leaders in control

### ECONOMIC

### MANAGEMENT

### ENVIRONMENT

ECONOMIC	MANAGEMENT	ENVIRONMENT
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

Economic: 5, 8  
Management: 1, 2, 3, 9  
Environmental: 4, 6, 7

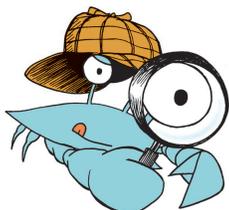
### LEARN MORE

Check out these books from your school or public library: (Ages 9 to 12)

“**Our Strange New Land: Elizabeth's Diary, Jamestown, Virginia, 1609,**” by Patricia Hermes.

“**James Towne: Struggle for Survival,**” by Marcia Sewall.

“**Surviving Jamestown: The Adventures of Young Sam Collier,**” by Gail Langer Karwoski.



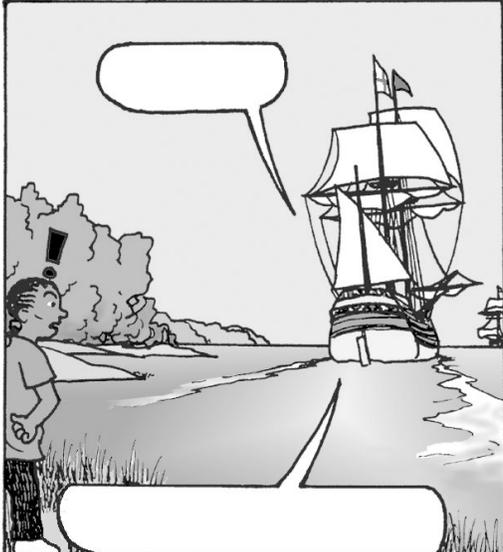
LANGUAGE ACTIVITY

# COMMAND AND CONQUER

What happens next? Write your own words for the struggle of Jamestown!

## WHEN DID JAMESTOWN ALMOST END?

CHESTER AND TAMARA ARE IN JAMESTOWN IN 1609. JOHN SMITH HAS BECOME GOVERNOR.



NEXT: a new government

# A HOUSE FOR BURGESSES QUESTIONS

1. Which of the following *best* describes why English settlers were allowed to form the House of Burgesses in Virginia?

- A It was a reward for building a successful colony.
- B London leaders could not control the settlers and hoped self-rule would encourage them to work harder.
- C George Yeardley wanted to experiment with a new form of government.
- D John Smith finally convinced the London gentlemen to allow it.

2. Which one of these is *not* a common preposition?

- F to
- G from
- H on
- J like

3. Because Jamestown was settled by English gentlemen, there was —

- A a decrease in the king's interest in the colony
- B an increase in the number of Native American attacks
- C a decrease in the amount of food they produced in Virginia
- D an increase in demand for Virginia's silver and iron products

4. A royal governor takes orders from the —

- F Virginia Council
- G Virginia Company of London
- H House of Burgesses
- J king

5. "These 24 men are the first representative legislative assembly in North America." Which word below has the same meaning as the word "legislative?"

- A law-making
- B law-abiding
- C judgment
- D official

6. What would be another good title for this story?

- F Why John Smith Was A Leader
- G When Jamestown Failed Like the Roanoke Colony
- H How Democracy Came to America
- J Where Was Jamestown

## CHAPTER 2

# CAPT. CHRISTOPHER NEWPORT

## READING STRATEGY SUGGESTIONS

### SKILLS

Compound Words      Main Idea  
Predicting Outcomes      Noting Details  
Story Vocabulary



## 1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about the English settlers’ struggle to build Jamestown. One of their leaders was

**Captain Christopher Newport. He had only one arm. Do you know anyone with a disability? Can they still do some things you do?”**

➤ **Take** a picture walk through the second story, “Captain Christopher Newport,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

## 2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

➤ **Tell** students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

### VOCABULARY DEFINITIONS (in order of appearance)

**Lost Colony of Roanoke** (p. 8) – failed attempt to put an English colony in North America  
**Queen Elizabeth** (p. 8) – long-serving English monarch who warred with Spain  
**investment** (p. 9) – money put into a business or venture to get a profit back later  
**colony** (p. 9) – settlement of a distant land, controlled by another country  
**Chesapeake Bay** (p. 10) – large estuary connected to the Atlantic Ocean  
**James River** (p. 10) – Virginia river flowing from the Blue Ridge Mountains to Chesapeake  
**Northwest Passage** (p. 11) – mythical water route from Atlantic Ocean to Pacific Ocean  
**Powhatan** (p. 11) – leader of about 14,000 Native Americans in Virginia at the time of the Jamestown settlement; his people were Algonquian language speakers in eastern Virginia

(VOCABULARY, *continued from previous page*)

**Fall Line** (p. 11) – natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on rivers

**Coastal Plains** (p. 11) – flat land east of the Fall Line, near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore)

**Piedmont** (p. 11) – rolling hills at the foot of mountains; located west of the Fall Line

### 3. WORD STUDY

---

☞ **Read** a page in the story. **Point** out the **compound words** in the story. **SAY:** “A compound word is a word made by putting together two smaller words. Can you find some in the story?”

☞ For example, on p. 8 **ASK:** “What two words form someone and Newport? How do you think his family got that

name? What does that name tell us about where he came from?” Or on p. 9 **ASK:** “What words form everyone?” On p. 10 ask the same about troublemaker, sunset, inland, businessmen. On p. 11 ask about waterfall, Northwest, underground, shortcut, westward. On p. 12 ask about everybody.

### 4. READ THE STORY FOR WRITING PROMPTS

---

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart

### 5. RESPOND/ASSESS

---

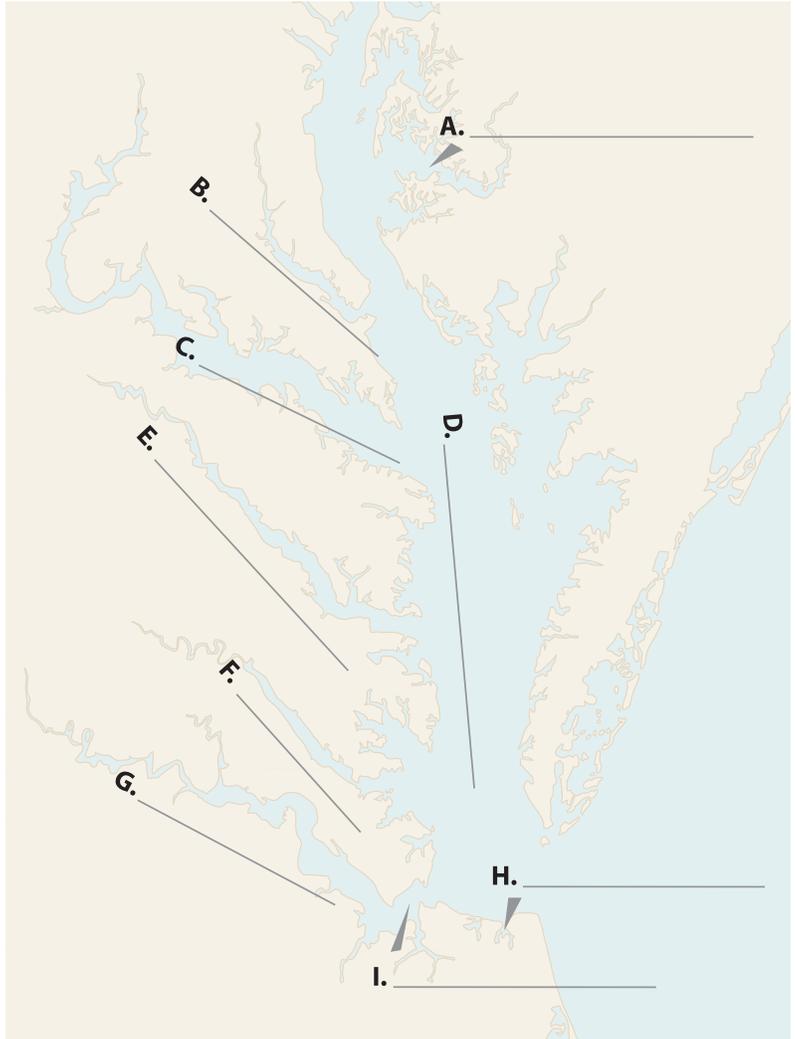
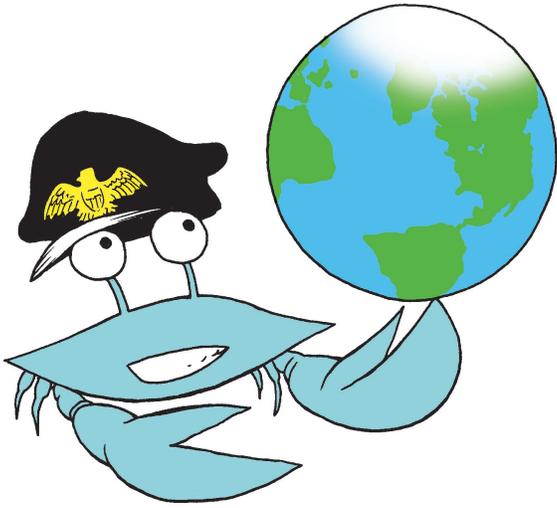
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 12 of this guide.

## GEOGRAPHY ACTIVITY

# WATERS SHEDDING INTO THE BAY

Christopher Newport sailed into the Chesapeake Bay and then explored the James River.

Several rivers flow into the bay.  
Can you find them?



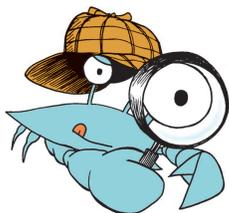
On this map, locate:

-  James River
-  York River
-  Rappahannock River
-  Potomac River
-  Chesapeake Bay

-  Patuxent River
-  Choptank River

Can you locate these other waterways?

-  Hampton Roads
-  Lynnhaven Bay



### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

A. Choptank River;  
B. Patuxent River;  
C. Potomac River;  
D. Chesapeake Bay;  
E. Rappahannock River;  
F. York River;  
G. James River;  
H. Lynnhaven Bay;  
I. Hampton Roads

## HISTORY ACTIVITY

# SPEEDY SAILS



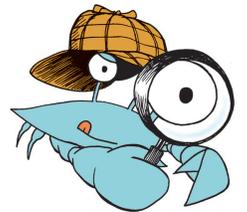
Jamestown Settlement is home to re-creations of Christopher Newport's three ships, the Godspeed, pictured, the Susan Constant, and the Discovery.

Look at the dates of Christopher Newport's voyages to the colony at Jamestown.

First Voyage	December 19, 1606, to July 29, 1607
Second Voyage	October 8, 1607, to May 20, 1608
Third Voyage	July 1608, to January 1609
Fourth Voyage	June 2, 1609, to September 1610
Fifth Voyage	March 17, 1611, to December 1611

Figure out about how many months each voyage took, then answer these questions.

1. Which voyage was the longest?
2. Which was the fastest?
3. How many months total did Newport spend traveling back and forth between England and Jamestown?
4. How many years does that make?



### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

1. Fourth voyage
2. Third voyage
3. Forty-four months
4. Three years and 8 months

## CHRISTOPHER NEWPORT QUESTIONS

1. During the 1590s the English queen gave sailors permission to raid ships from —
  - A Virginia
  - B Germany
  - C France
  - D Spain
2. Captain Christopher Newport charged this Jamestown settler with mutiny —
  - F John Rolfe
  - G John Smith
  - H George Yeardley
  - J Lord de la Warr
3. Which one of the following is *not* a compound word?
  - A pocketbook
  - B owner
  - C graveyard
  - D westward
4. “Peace ends my profitable privateering. What do I do now?” Which word below has the same meaning as the word “profitable?”
  - F paying
  - G expensive
  - H wasted
  - J wonderful
5. “Store those treasured spices quickly.” Which word has the same vowel sound as “store?”
  - A stare
  - B floor
  - C frown
  - D flood
6. What is this story *mainly* about?
  - F The kinds of supplies Christopher Newport brought to Jamestown.
  - G The London merchants that Christopher Newport worked for
  - H The possible sequel to *Pirates of the Caribbean*
  - J The ways Christopher Newport helped Jamestown survive.

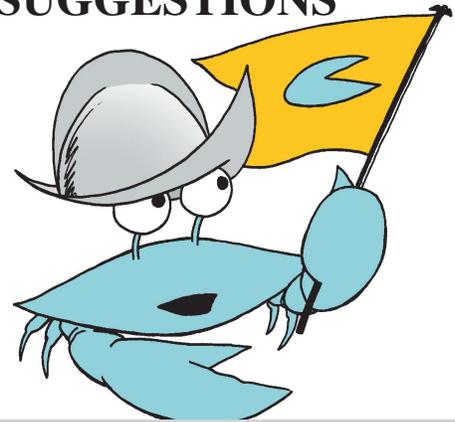
# CHAPTER 3

# JOHN SMITH'S SIDES

## READING STRATEGY SUGGESTIONS

### SKILLS

Fact and Opinion      Main Idea  
Predicting Outcomes      Noting Details  
Story Vocabulary



## 1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about a famous Jamestown settler, John Smith.”

**He was controversial because different people saw him very differently. Who is a famous controversial person today?”**

➤ **Take** a picture walk through the third story, “John Smith’s Sides,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

## 2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

➤ **Tell** students on which page to find each word. Have students read the sentence that has a vocabulary word and use context and picture clues to form a definition.

### VOCABULARY DEFINITIONS (in order of appearance)

**economic venture** (p. 14) – an attempt to find valuable goods or establish valuable trade

**gallows** (p. 14) – frame with a rope on a crossbeam to hang condemned person

**Powhatan** (p. 15) – leader of about 14,000 Native Americans in Virginia at the time of the Jamestown settlement; his people were Algonquian language speakers in eastern Virginia

**John Rolfe** (p. 16) – established tobacco as the main export from Jamestown to Europe

**Virginia Company of London** (p. 16) – group of wealthy English businessmen who paid for the men and supplies to establish the English settlement at Jamestown

**Pocahontas** (p. 16) – daughter of Powhatan who married John Rolfe and died in England

**point-of-view** (p. 17) – an opinion formed by a person’s relationship towards the subject

(VOCABULARY, continued from previous page )

**autobiography** (p. 17) – the story of a person’s life, written by that person using “I” pronoun  
**biography** (p. 17) – the story of a person’s life, written by another person using “he” or “she”

### 3. WORD STUDY

---

☛ **Read** a page in the story. **Point** out the statements of fact and statements of opinion in the story. **SAY:** “**A fact is something we can prove is true. An opinion is a belief that cannot be proved. Can you find facts and opinions among the words of this story?**”

☛ **Point** to examples in the story: (p. 14) “Smith saved our colony from starving!” versus “While gentlemen sat around, he

got food from the Indians to help us survive.”; (p. 15) “Smith the terrorist?!!” versus “I have seen Smith chain Indians and force them to work.” (p. 16) “It sounds like that movie of Pocahontas saving John Smith’s life may not be true.” versus “Smith and West fought for control of Virginia.” (p. 17) “The words Smith uses to talk about himself are in first person.” versus “I guess I should just use his version.”

### 4. READ THE STORY FOR WRITING PROMPTS

---

☛ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☛ **SAY:** “**As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.**”

☛ **Read** a page. **ASK:** “**What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.**”

☛ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☛ **SAY:** “**A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.**” Point to the phrase in the lower right corner by the word “Next.”  
**ASK:** “**How does this clue help your prediction?**”

☛ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

### 5. RESPOND/ASSESS

---

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.

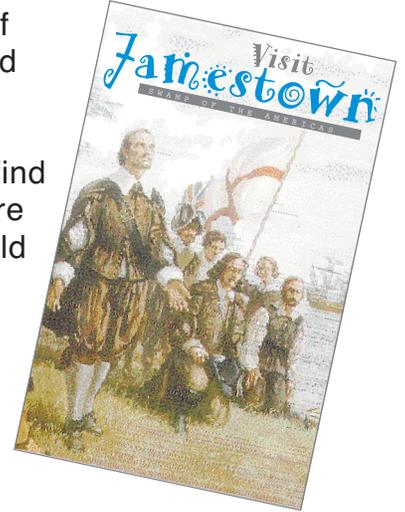
## HISTORY ACTIVITY

# VACATION PLANNER

Create a travel brochure for the voyage to Jamestown. What would you list as reasons to go? What kind of journey can travelers expect, and what will they find when they get there?

English gentlemen were surprised that they didn't find gold - and had to work for their own food. They were not used to farming or manual labor. John Smith told them they each needed to do some chores if the whole settlement was going to survive.

Do you work for your food? Make a list of all the chores around the house. Who does them? Make a chart, and assign tasks based on John Smith's rule to emphasize that everyone must help out.



**M T W T F S S**

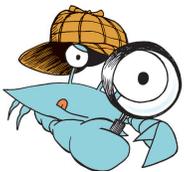
	M	T	W	T	F	S	S
clean bedroom							
vacuum							
load dishwasher							
rake leaves							
wash car							

### IN THE CLASSROOM:

John Smith threatened to hang anyone who tried to steal a boat and sail for England. That was the consequence of breaking the rule. Can you list some rules of your home or classroom? What will happen if you break them?

### POP QUESTIONS:

1. What was John Smith's rule that saved the colony?  
A No fishing on Sunday.  
B He that will not work shall not eat.  
C Love one another.  
D Ye shall be friends with everyone.
2. What official office did John Smith hold in the colony in 1608?  
F President  
G Governor  
H Captain  
J Mayor
3. True or False? John Smith was loved and admired by all men.



### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

1. B
2. G
3. False

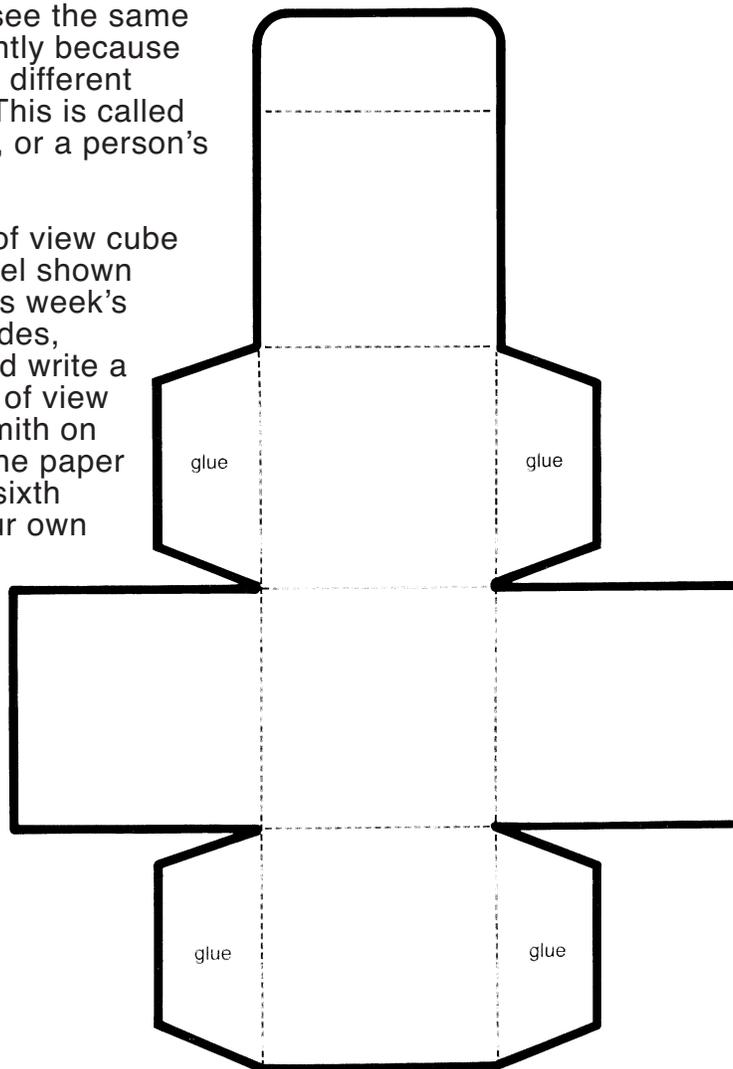
## LANGUAGE ACTIVITY

# THE MANY SIDES OF SMITH

People often see the same events differently because they have had different experiences. This is called **point of view**, or a person's **viewpoint**.

Make a point of view cube using the model shown here. From this week's Chester episodes, summarize and write a different point of view about John Smith on each face of the paper cube. On the sixth side, write your own conclusions about John Smith.

Cut, fold and glue the paper cube to show the many faces of this famous explorer.



### CHARACTER TRAITS

Here are some character traits: courageous, brave, good leader, risk-taker, self-sacrificing, ingenious, good decision-maker

Select one character trait that John Smith displayed. You don't need to pick from this list. Describe it, and tell how it helped him in his life.

Select someone you know or have heard of who is like John Smith. List what these two people have in common.

## JOHN SMITH'S SIDES QUESTIONS

- \_\_\_\_\_ is a story that a person writes about his or her own life.
  - Declaration
  - Biography
  - Point-of-view
  - Autobiography
- John Smith records that he told the Jamestown settlers, “He that will not work shall not — ”
  - be rich
  - vote
  - sleep
  - eat
- Which of the following is *not* a person who spoke about John Smith in this story?
  - Powhatan Indian
  - John Rolfe
  - King James I
  - Richard Pots
- Here are some words from the John Smith story.  
version      described      president      gallows  
If you put these words in alphabetical order, which one comes second?
  - gallows
  - version
  - described
  - president
- Which is the *best* summary of John Rolfe’s view of John Smith?
  - Smith was the only reason the Jamestown colony survived.
  - Smith was an untrustworthy bully.
  - Smith and Rolfe did not know each other well.
  - Smith and Rolfe fought over who would marry Pocahontas.
- What would be another good source of information about John Smith?
  - thesaurus
  - petition
  - encyclopedia
  - yesterday’s newspaper

# CHAPTER 4

# TOBACCO'S TALE

## READING STRATEGY SUGGESTIONS

### SKILLS

Pronouns  
Predicting Outcomes  
Story Vocabulary

Main Idea  
Noting Details



## 1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” Point to the parts that repeat from book to book. Note things that are different about this book. What is happening?

**SAY:** “This is a comic book narrated by Chester the Crab. It is about the early days of Jamestown. Can you name some of the things the settlers tried to

make before they made tobacco? Did you know they used tobacco for money? What objects could you use in place of money today?”

Take a picture walk through the fourth story, “Tobacco’s Tale,” to see what Chester is learning about. Point out the parts of a comic: title, timeline, panels, word balloons, and characters.

## 2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find the words. Have them read the sentence with a given vocabulary word and use context and picture clues to form a definition.

### VOCABULARY DEFINITIONS (in order of appearance)

**John Rolfe** (p. 19) – established tobacco as the main export from Jamestown to Europe  
**economic specialization** (p. 19) – focusing on one product or service in the market  
**Virginia Company of London** (p. 19) – group of wealthy English businessmen who paid for the men and supplies to establish the English settlement at Jamestown  
**indentured servant** (p. 20) – person who gets a free ocean passage or money by promising to work for another person for seven years  
**slave** (p. 20) – person owned as a piece of property for life, usually with no rights  
**barter** (p. 21) – direct trade of goods, services, or resources without using any money

**currency** (p. 21) – coins or paper money with a certain value, usually given by governments  
**interdependence** (p. 22) – nations or people relying on each other to provide needs  
**scarcity** (p. 22) – the condition of a community not having the resources it wants or needs  
**Navigation Acts** (p. 22) – rules forcing American colonies to ship all goods to England first  
**credit** (p. 22) – getting goods or services now with a promise to pay for them later  
**debt** (p. 23) – payment owed for an earlier use of goods or services  
**taxation** (p. 23) – money paid by people and businesses to government so the government can provide goods and services to the whole community  
**representation** (p. 23) – people electing one person to make votes and decisions for them  
**boycott** (p. 23) – refusing to buy a good or service, in order to change producer’s behavior

### 3. WORD STUDY

---

☞ **Read** a page in the story. **Point** out the pronouns in the story. **SAY:** “**A pronoun is a word used in place of another noun, often the proper name of something or someone. Can you find some in the story?**”

☞ **Point** to examples in the story: (p. 19) I, you, its, we. **ASK:** “**To whom are these words referring?**” (p. 20) we, they, their, my (p. 21) they, them, I, you, my, everyone (p. 22) her, we, my, your, they (p. 23) their, it, they, I, our, them, we, you (p. 24) they, we, your, you, I, it

### 4. READ THE STORY FOR WRITING PROMPTS

---

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “**As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.**”

☞ **Read** a page. **ASK:** “**What important idea is on this page? What details support this main idea? Let’s write them on the umbrella.**”

☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☞ **SAY:** “**A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.**” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

### 5. RESPOND/ASSESS

---

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 22 of this guide.

## ENGLISH ACTIVITY

# CAUSE I SAID SO

Most events cause some sort of reaction. If you don't do your homework today, you might get in trouble at school tomorrow. If you decide to spend your allowance on candy, you won't have money to go to the movies. The events and decisions made about the Jamestown colony had specific effects, too.



Early settlers from England come ashore.

Match each cause with its effect.

### CAUSES

1. England wanted to establish an American colony to increase its wealth and power.
2. Women arrived in Jamestown in 1620.
3. The colonists needed a government.
4. The successful planting of tobacco depended on a reliable and inexpensive source of labor.
5. The site the settlers chose to live on was marshy and lacked safe drinking water.

### EFFECTS

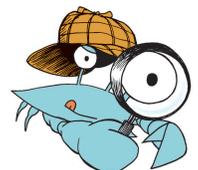
- A. Many settlers died of starvation and disease.
- B. The settlers were able to establish families and a more stable settlement.
- C. The king appointed a royal governor.
- D. Many Africans were brought to the colony against their will to work as slaves on the plantations.
- E. The English founded Jamestown, the first permanent English settlement in North America.

### **COLORFUL VARIATION**

Write the above sentences on sentence strips or large index cards. Use yarn to match each cause with its effect.

### **TEACHERS!**

Cover this corner when you copy this page for your students!



### ANSWERS:

1. E  
2. B  
3. C  
4. D  
5. A

## ENGLISH ACTIVITY

# YOU'VE BEEN SERVED

Many of those who came to Virginia worked as indentured servants and slaves. Although both worked for masters, they differed in some very important ways. Read each phrase below and decide which group it tells about. Then place the number of the phrase under the correct heading. (One of these statements applies to both groups.)

1. Came to Virginia willingly
2. Gained their freedom after 4-7 years
3. Were treated as property by their masters and had no rights
4. Worked on tobacco farms
5. Left England because they had little chance to own land there
6. Could be sold against their will
7. Were captured in Africa
8. Could work for themselves later in life
9. Worked in exchange for passage to Virginia
10. Their children would be owned by their mother's master.

### INDENTURED SERVANTS

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_

### SLAVES

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

A slave is led away from her husband after they were sold to different masters during a re-enactment of a slave auction.



### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

Indentured servants: 1,2,4,5,8,9; slaves: 3,4,6,7,10

## TOBACCO'S TALE QUESTIONS

1. Virginians trying to live like wealthy Englishmen got into financial trouble because they bought more and more goods using —

- A slaves
- B tobacco
- C credit
- D barter

2. If you put these terms in alphabetical order, which one comes last?

- F scarcity
- G barter
- H interdependence
- J taxation

3. Which of the following was *not* a condition of Africans living in Jamestown?

- A slave
- B indentured servant
- C free
- D Burgess

4. “England never creates official Colonial currency.” Which word means the same as “currency?”

- F coinage
- G trade
- H representatives
- J taxation

5. When Virginians protest England’s rules by refusing to buy any more goods from it, that is an example of —

- A debts
- B taxation
- C assembly
- D boycott

6. What is this story *mainly* about?

- F Colonial farming practices
- G The importance of tobacco to Virginia’s early economy
- H John Rolfe, Virginia Inventor
- J No taxation without representation