



Finding Their New World

Subjects: Geography, English /first grade

Skills: interpret maps and their symbols and cardinal directions

Strategies: Cooperative learning, hands on, discussion

Time: 30 to 45 minutes

Objectives

Geography

- 1.4 The student will develop map skills by
- a) recognizing basic map symbols, including references to land, water, cities, and roads;
 - b) using cardinal directions on maps;
 - c) identifying the physical shape of the United States and Virginia on maps and globes;

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
- a) Increase oral descriptive vocabulary.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Follow simple two-step oral directions.
 - d) Give simple two-step oral directions.

- 1.3 The student will adapt or change oral language to fit the situation.
- Initiate conversation with peers and adults.
 - Follow rules for conversation.
 - Use appropriate voice level in small-group settings.
 - Ask and respond to questions in small-group settings.

Background: Archaeologists at Jamestown Rediscovery® have found the remains of **James Fort**. Excavation since 1994 has uncovered hundreds of thousands of artifacts dating to the first half of the 17th century. Nearly half of the objects date to **the first years of English settlement (1607-1610)**. The site of **James Fort was not washed into the river** as most people believed for the past 200 years. We have uncovered portions of the three palisade wall lines, the east cannon projection (bulwark), three filled in cellars, and two buildings, all part of the triangular James Fort. Also another wall line and a large building were found attached to the main fort to the east.

One of the clues used by the archaeologists is a drawing of James Fort (c.1609) by Pedro de Zuniga, a **Spanish** ambassador. The sketch <http://www.apva.org/history/fort.html> shows a flag-like projection which is more probably an enclosed garden. The three sides and circular bastions at the corners are common to all three descriptions of the early fort.

Maps are a tool used by all archaeologists. They use **old maps** <http://jefferson.village.virginia.edu/vcdh/jamestown/jsmap1.html> and **new maps**, and when they are working, they map the progress of their excavations.

Resources and materials: copies of modern world maps and maps of Virginia which clearly show the location of Jamestown Island. Have a large supply of post its. Writing tools like crayons or markers.

Procedure:

1. Divide the students up in to separate groups, with a world map, Virginia map and stickers for each group.
2. Have the students place the maps where they can be seen by the whole team.
3. Working with a larger map, show the students the cardinal directions, England, the Atlantic and Virginia. Have the students demonstrate their levels of understanding. Have the students discuss this in their groups, quizzing each other about the locations and

directions. Include Jamestown, Virginia, England. Students can become comfortable in this discussion.

4. Have the students make post its with SEVERAL OF EACH of the following letters and symbols: N, S, E, W and some ARROWS and some Xs.
5. Introduce questions to the class as a whole, and ask the students in each group to take turns.
6. Ask questions like: When the settlers traveled to Virginia, which way did they go? The student could then place an arrow on the map and a W.
7. Students then confer and when they are confident of their answer they hold the map up.
8. When the maps are all confirmed as correct (or corrected) try another question: Where did the settlers build their fort? An "X" should be placed on Virginia or Jamestown.
9. Have the students continue until they are comfortable with the system. Further work can be done with students quizzing each other in teams of two or more students.
10. *If students are have difficulty, place cardinal directions around the class room or on the table and have the map placed in corresponding positions.*

Closure: Review the concepts learned, talk about the need for maps, with students sharing in the discussion. This can be a good lead in to maps and measuring, art projects or investigating images and maps on the computer.