INTRODUCTION

The History Channel has partnered with the State of Virginia and the Virginia Cable and Telecommunications Association (VCTA) in a national educational event entitled Save Our History: Live From Jamestown™. Created for fourth graders, and linked to national and Virginia Standards of Learning, Live from Jamestown will introduce school children to the excitement of archaeology and the history of the early settlement of Virginia. The event will take place October 23rd, 2001, from 1 to 2pm and will be held at Jamestown National Historical Park. It is a precursor to the commemoration of Jamestown’s 400th anniversary in 2007.

The History Channel is producing an original short film that highlights the history and the archaeological discoveries at Jamestown by Dr. Bill Kelso and the Association for the Preservation of Virginia Antiquities (APVA). The production will also include interviews with the First Lady of Virginia Roxane Gilmore, who has participated in the archaeological dig and journeyed to Ipswich, Great Britain, this spring, visiting the original home of the Virginia Company in the early 17th century. Mrs. Gilmore was instrumental in developing the concept for this unique educational event. Shirley Little Dove Custalow McGowan, daughter of Chief Custalow of the Mattiponi tribe, will also participate in the film.

This project presents an intriguing juxtaposition of the most advanced technology with some of the earliest history of the European settlement in what is now the United States. School children will learn that archaeology and history can be exciting detective stories – and be accurate at the same time.

The short film will be web cast on October 23 at 1pm on historychannel.com. A live panel discussion for school children, also web cast, will follow. It will be filmed in front of a small, live audience, and transmitted via the web – to Virginia, the United States, and internationally as well. The panelists will include First Lady Gilmore, archaeologists Bly Straube and Bill Kelso, historian Nancy Egloff, and National Park Service Ranger Curt Gaul. The panel will be moderated by Dr. Libby O’Connell.

The History Channel’s Historian-in-Residence. Students will submit questions to the panelists by e-mail.

To make sure that every fourth grade in Virginia can participate, The History Channel is donating a VHS copy of the film and a teacher’s guide to every public school with a fourth grade in the state of Virginia. Over 1100 copies of the production will be mailed free of charge as part of this commitment. In addition, cable companies in Virginia have provided high-speed cable modem access to hundreds of schools in the state. These schools are encouraged to participate via their advanced online capabilities. For those schools without this access, the panel discussion may be viewed via local cable television, thanks to the support of the Virginia cable industry.

Many groups are working with The History Channel on this exciting initiative. Along with the Office of the First Lady of Virginia, the Virginia Department of Education, and the Virginia Tourism Corporation, historical organizations such as the APVA, the Jamestown-Yorktown Foundation, and the National Park Service are helping to create an educational event that students throughout Virginia and across the nation will enjoy. The VCTA has brought the enthusiastic support of their member companies, including AT&T, Comcast, Cox, Adelphia, Charter, and others who have a long-term commitment to the schools in their communities. The high-speed connections provided by these cable companies make this event possible.

Because the event will be web cast live during school hours, fourth graders from all over the country are encouraged to participate online. The first 200 e-mailed questions that are not answered during the event will be answered by volunteer experts at savehistory@aetn.com.

Save Our History: Live From Jamestown™ is part of The History Channel’s EMMY award-winning Save Our History campaign, a national initiative dedicated to historic preservation and history education.

www.historychannel.com
As your students watch the Save Our History: Live from Jamestown video, have them fill out the chart on the While You Watch Worksheet. This chart asks students to list what they see at the four historic sites featured in the video. For example, for the Jamestown Rediscovery Archaeological Site, students could write “bricks” and “dirt.” After the video, you may want to review students’ notes in this chart and talk about artifacts. Make sure that students understand the difference between the artifacts found at the archaeological site and the reproductions used at the Jamestown Settlement.

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POST-VIEWING ACTIVITIES

Your students can use the chart they filled out while watching the video to help them answer the questions on the “What Did You Learn?” Worksheet. After they have discussed the questions in small groups or as a class, each student can write out the answers in full sentences for homework. It may be helpful to review the Vocabulary with your students before they begin to answer the questions.

LIVE FROM JAMESTOWN: ASK THE EXPERTS

The experts in the video have provided a lot of information about the history of Jamestown. With all of this information, your students are bound to have questions. Have them develop questions to e-mail to the experts on the day of the Save Our History: Live from Jamestown event. You could even have your students vote on one question to e-mail as a class. Their questions may be answered by Bly Straube, First Lady Gilmore, or another panelist at the live event. E-mail your students’ questions to savehistory@uent.com.

EXTENDED ACTIVITIES

You may want to have your students work on these projects after they have watched the video and participated in the live event, in order to reinforce key concepts and to assess what they have learned.

1. It may sound strange to your students, but archaeologists learn a lot from garbage. Ask them to become archaeologists by taking a few artifacts from their school or home garbage. Have them follow the cleaning and labeling process they learned about in the video and create an exhibit displaying the artifacts and explaining their importance. What do the artifacts reveal about your students’ lives and life in the early twenty-first century?

2. We have seen how archaeology is like detective work. We have also learned that some mysteries are very hard to solve. Sometimes archaeologists do not have enough evidence to solve the mystery of past events. Ask your students to consider what they think happened to JR. Have them write a short story explaining what happened to him. Remind them to use the evidence that archaeologists have uncovered and to use what they have learned about life at Jamestown.

3. We can learn about life at Jamestown from letters that settlers wrote. Have your students imagine that each of them is one of the first settlers in Jamestown and write journal entries about their thoughts and experiences. They can try to answer the following questions: Why did you come to Jamestown? What is your occupation? What experiences did you have on the voyage? How did you help build the colony? What expectations did you have? Have your expectations changed after arriving at Jamestown?

4. Jamestown was also the arrival point for some of the first Africans in North America. Although there were no Africans among the first group of settlers in Jamestown, they later became an important part of the Jamestown settlement and eventually, the colonies. At least twenty Africans arrived in 1619, probably as indentured servants, since legal slavery did not exist yet in the colony of Virginia.

The following National Park Service website contains a very informative timeline regarding the history of Africans in the Jamestown settlement and throughout Virginia: http://www.nps.gov/coyo/Jthanout/AFRICANS.html. Ask students to consider the following questions: What do you notice about the policies regarding Africans over time? Do the policies become more lenient or harsher? In order to understand the context in which laws regarding African Americans were passed, have your students create a timeline showing important dates in the development of the Virginia colony. On this timeline, have them include significant changes in the treatment of Africans.

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VoCABULARY

• archaeologist (n.): A person who studies past human activities through their remains. 
• archeologist (n.): The scientific study of past human activities through the search for, discovery, and study of their remains. 
• artifact (n.): An object made or used by humans. 
• census (n.): An official count of people in a given area, often including other information about the individuals like age, race, and sex. 
• colony (n.): A place where people from another country live but that is controlled by their original homeland. 
• craftsmen (n.): People skilled at making things with their hands. 
• curator (n.): A person who supervises a gallery or museum. 
• evidence (n.): Information or items useful in making a judgement or proving a conclusion. 
• forensic science (n.): Techniques used to investigate and solve mysteries, often involving the biological remains of a person, living or dead. 
• gentleman (n.): 1. A man of high social class or status.

• historian (n.): A person who studies and/or writes about the past. 
• indentured servant (n.): Someone bound by a contract to serve another person for a set amount of time. 
• indigenous (adj.): Originally inhabiting or growing in an area or environment. 
• New World (n.): In this program, refers to North America. 
• palisade (n.): A fence of poles used to secure a fort. 
• settlement (n.): 1. The village where those people live. 2. A group of people that have left one location to make their home elsewhere. 
• settler (n.): Someone who has chosen to make his/her home in a new place, often uninvited by his/her native people. 
• symbol (n.): A figure or object that represents something else.

RESOURCES

Web Sites: For a list of related web sites, log on to www.historychannel.com/classroom.

Books:

The Jamestown-Yorktown Foundation The mission of the Jamestown-Yorktown Foundation is to educate and to promote understanding and awareness of the New World’s role in the creation of the United States of America. The Foundation, accredited by the American Association of Museums, is an educational institution of the Commonwealth of Virginia and administers two living-history museums. Jamestown Settlement interprets the cultures of 17th-century colonial Jamestown, America’s first permanent English settlement, and the Powhatan Indians. Yorktown Victory Center interprets the impact of the American Revolution on the people of America and the development of the new nation. For more information about the Jamestown-Yorktown Foundation, museums, call (888) 931-4822 cell line or (757) 253-4838 or visit the Internet site www.historyisfun.org.

Virginia Department of Education The Virginia Department of Education is committed to history education and helping students in the state of Virginia learn about their national heritage. To this end, the department has created a series of state Standards of Learning in History and Social Sciences to help educators teach clear and measurable academic standards in a statewide basis.

The VCTA operates for and with its members and will be a resource and source of member information. For more information visit our website at www.vcta.com or www.historychannel.com

APVA Association for the Preservation of Virginia Antiquities (APVA) was founded in 1889. Today, APVA is the oldest statewide preservation organization in the United States. APVA currently owns or manages 55 historic properties throughout Virginia, representing the colonials of Virginia and American history. The APVA launched the Jamestown Rediscovery archaeological project in 1994 as its major contribution to preservation for the 400th anniversary of the founding of Jamestown in 2007. For more information about the APVA, call (804) 340-1889 or log on to our website at www.apva.org.

Jamestown Settlement interprets the cultures of 17th-century colonial Jamestown, America’s first permanent English settlement, and the Powhatan Indians. Yorktown Victory Center interprets the impact of the American Revolution on the people of America and the development of the new nation. For more information about the Jamestown-Yorktown Foundation, call (888) 931-4822 cell line or (757) 253-4838 or visit the Internet site www.historyisfun.org.

The Virginia Cable Telecommunications Association (VCTA) is to promote the cable industry and telecommunications services of member companies in the Commonwealth of Virginia to the public, its users, community and state officials. We accomplish this through public affairs and informational efforts, member lobbying, timely and informational meetings, conventions, and consolidated efforts with local, state and national telecommunications groups. The VCTA sponsors for and with its members and will be a resource and source of member information.

For more information visit our website at www.vcta.com or www.historychannel.com.