

# The Virginia Company of London Wants You!

**Background:** The Virginia Company of London has hired you to recruit new settlers to travel to Jamestown. You will need to have a good working knowledge about why Jamestown was settled and what life is like in the Virginia colony. Use a KWL format to guide your research.

**Design Challenge:** Design and produce an interactive pamphlet or pop-up book that will entice people to make the trip and settle in Jamestown. Use headings to emphasize different sections; use a variety of print styles, sizes, and colors; and use appropriate illustrations.

**Criteria:** Your book (pop-up) or pamphlet (interactive technology) must



<input type="checkbox"/> contain appropriate illustrations	<input type="checkbox"/> be organized to stress the positive reasons for making the trip	<input type="checkbox"/> have a perimeter of no more than 50 inches and no less than 40 inches.
<input type="checkbox"/> contain special print styles, captions, and headings	<input type="checkbox"/> have correct grammar, capitalization, punctuation, and spelling	

<b>Materials:</b> Select from the list below.		<b>Tools:</b> Select from the list below.
<ul style="list-style-type: none"> <li>• card stock</li> <li>• construction paper</li> <li>• glue</li> </ul>	<ul style="list-style-type: none"> <li>• index cards</li> <li>• scrap paper</li> <li>• tape</li> </ul>	<ul style="list-style-type: none"> <li>• computer</li> <li>• markers/colored pencils</li> <li>• scissors</li> </ul>

**Targeted Standard of Learning:** English 4.6  
 Supporting SOL: English 4.1, 4.2, 4.7, 4.8, 4.9; History and Social Science VS.3, VS.4; Mathematics 4.7

**Targeted Standard for Technological Literacy:** 9  
 Supporting STL: 8, 11, 17

## Tips for Teachers

### Targeted Standard of Learning:

- English 4.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
  - b) Formulate questions that might be answered in the selection.
  - c) Explain the author’s purpose.
  - d) Identify the main idea.
  - e) Summarize supporting details.
  - f) Draw conclusions and make simple inferences using textual information as support.
  - g) Distinguish between cause and effect.
  - h) Distinguish between fact and opinion.
  - i) Use prior knowledge and build additional background knowledge as context for new learning.
  - j) Identify new information gained from reading.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.

**Supporting SOL:** English 4.1, 4.2, 4.7, 4.8, 4.9; History and Social Science VS.3, VS.4; Mathematics 4.7

### Targeted Standard for Technological Literacy:

- 9 Students will develop an understanding of engineering design.

**Supporting STL:** 8, 11, 17

## Tips for Teachers, continued

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
<ul style="list-style-type: none"> <li>• Targeted English Standard of Learning 4.6</li> <li>• The Virginia Company of London and life in Jamestown</li> <li>• Some understanding of the design process</li> </ul>	<ul style="list-style-type: none"> <li>• Check Design Brief for recommended materials.</li> <li>• Students may complete the project with the assistance of a computer software program. Materials list could be changed to the name of the required software program. The rest of the activity packet would remain the same.</li> </ul> <p><b>Special hints:</b></p> <ul style="list-style-type: none"> <li>• Use in conjunction with History and Social Science Standards of Learning.</li> <li>• Teachers could provide own history content rubric and use as part of a history assessment.</li> <li>• Students may want to see the "Test Your Solution" and "Design Brief Rubric" before they begin their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Proper use of tools</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups, pairs, or individuals</li> <li>• Each student keeps his/her own Guided Portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Design Brief</li> <li>• Guided Portfolio (adapt as appropriate/optional)</li> <li>• Rubric Assessments</li> </ul>	<p>Follow the Design Process:</p> <ul style="list-style-type: none"> <li>• Restate the problem.</li> <li>• Brainstorm solutions.</li> <li>• Create the best solution.</li> <li>• Test the solution.</li> <li>• Evaluate the solution.</li> </ul>

**Differentiation Option:** For students with more advanced reading skills, the following page is provided as an alternative to page 1.

# The Virginia Company of London Wants You!

**Background:** The Virginia Company of London has hired you to recruit new settlers to travel to Jamestown. You will need to have a good working knowledge about why Jamestown was settled and what life is like in the Virginia colony. Use a KWL format to guide your research.

**Design Challenge:** Design and produce an interactive pamphlet or pop-up book that will entice people to make the trip to Jamestown. Use headings to emphasize different sections; use a variety of print styles, sizes, and colors; and use appropriate illustrations. Your pamphlet or book must contain appropriate illustrations, and you must use correct grammar, capitalization, punctuation, and spelling. It should be organized to stress the positive reasons for making the trip. You must ensure its perimeter is no more than 50 inches and no less than 40 inches.



<b>Materials:</b> Select from the list below.	<b>Tools:</b> Select from the list below.
<ul style="list-style-type: none"><li>• card stock</li><li>• construction paper</li><li>• glue</li></ul>	<ul style="list-style-type: none"><li>• index cards</li><li>• scrap paper</li><li>• tape</li><li>• computer</li><li>• markers/colored pencils</li><li>• scissors</li></ul>

**Targeted Standard of Learning:** English 4.6  
Supporting SOL: English 4.1, 4.2, 4.7, 4.8, 4.9; History and Social  
Science VS.3, VS.4; Mathematics 4.7

**Targeted Standard for Technological Literacy:** 9  
Supporting STL: 8, 11



Guided Portfolio, p2

Name \_\_\_\_\_



**2. Brainstorm solutions.** Sketch and/or describe some possible solutions.




Name \_\_\_\_\_

**4. Test your solution.**

Does your product contain headings that emphasize various sections?	YES	NO
Does your product contain various print styles, such as different sizes, boldness, and colors?	YES	NO
Does your product meet the size requirements?	YES	NO
Does your product have appropriate illustrations?	YES	NO
Does your product have captions under illustrations?	YES	NO
Does your product stress the positive reasons for making the trip?	YES	NO
Does your product contain correct grammar, capitalization, punctuation, and spelling?	YES	NO

Guided Portfolio, p5

Name \_\_\_\_\_

**5. Evaluate your solution.**

Was it the best solution? Would one of your other ideas have been better? Why, or why not?

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Describe one thing you could have done differently in the construction of your device.

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Describe one thing you could add to your device to make it better.

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Name \_\_\_\_\_

## KWL: The Virginia Company of London Wants You!

Note: The teacher should make sure that all required information is listed in question form on the "W" (what we want to know) section of the KWL. This activity is designed to support the civics and history objectives that require students to know about contributions of specific individuals to our history.

What we <b><u>K</u></b> now	What we <b><u>W</u></b> ant to know	What we <b><u>L</u></b> earned

## Rubric for The Virginia Company of London Wants You!

Name \_\_\_\_\_ Date \_\_\_\_\_

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

<b>Design Brief Rubric</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The student restated the problem in his/her own words.					
The student brainstormed more than one idea.					
The student kept notes and/or made sketches while creating a solution, to include problems and how they were solved.					
The student tested the interactive pamphlet or pop-up book to make sure <ul style="list-style-type: none"> <li>• it contains headings that emphasize various sections</li> <li>• it contains various print styles, such as different sizes, boldness, and colors</li> <li>• it meets the size requirements</li> <li>• it has appropriate illustrations</li> <li>• it stresses the positive reasons for making the trip.</li> </ul>					
The student evaluated how he/she could make it better next time.					

# Rubric for The Virginia Company of London Wants You!

Name \_\_\_\_\_ Date \_\_\_\_\_

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

<b>Oral Communication Rubric</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
4.1 The student will use effective oral communication skills in a variety of settings.	a) Present accurate directions to individuals and small groups.						
	b) Contribute to group discussions across content areas.						
	c) Seek ideas and opinions of others.						
	d) Use evidence to support opinions.						
	e) Use grammatically correct language and specific vocabulary to communicate ideas.						
	f) Communicate new ideas to others.						
	g) Demonstrate the ability to collaborate with diverse teams.						
	h) Demonstrate the ability to work independently.						
	4.2 The student will make and listen to oral presentations and reports.	a) Use subject-related information and vocabulary.					
		b) Listen to and record information.					
c) Organize information for clarity.							
d) Use language and style appropriate to the audience, topic, and purpose.							

## Standards of Learning

### English (2010)

#### *Communication: Speaking, Listening, Media Literacy*

- 4.1 The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
  - b) Contribute to group discussions across content areas.
  - c) Seek ideas and opinions of others.
  - d) Use evidence to support opinions.
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.
  - f) Communicate new ideas to others.
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- 4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
  - b) Listen to and record information.
  - c) Organize information for clarity.
  - d) Use language and style appropriate to the audience, topic, and purpose.

#### *Reading*

- 4.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
  - b) Formulate questions that might be answered in the selection.
  - c) Explain the author's purpose.
  - d) Identify the main idea.
  - e) Summarize supporting details.
  - f) Draw conclusions and make simple inferences using textual information as support.
  - g) Distinguish between cause and effect.
  - h) Distinguish between fact and opinion.
  - i) Use prior knowledge and build additional background knowledge as context for new learning.
  - j) Identify new information gained from reading.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.

## *Writing*

- 4.7 The student will write cohesively for a variety of purposes.
- Identify intended audience.
  - Focus on one aspect of a topic.
  - Use a variety of pre-writing strategies.
  - Organize writing to convey a central idea.
  - Recognize different modes of writing have different patterns of organization.
  - Write a clear topic sentence focusing on the main idea.
  - Write two or more related paragraphs on the same topic.
  - Use transition words for sentence variety.
  - Utilize elements of style, including word choice and sentence variation.
  - Revise writing for clarity of content using specific vocabulary and information.
  - Include supporting details that elaborate the main idea.
- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- Use subject-verb agreement.
  - Include prepositional phrases.
  - Eliminate double negatives.
  - Use noun-pronoun agreement.
  - Use commas in series, dates, and addresses.
  - Incorporate adjectives and adverbs.
  - Use correct spelling for frequently used words, including common homophones.
  - Use singular possessives.

## *Research*

- 4.9 The student will demonstrate comprehension of information resources to research a topic.
- Construct questions about a topic.
  - Collect information from multiple resources including online, print, and media.
  - Use technology as a tool to organize, evaluate, and communicate information.
  - Give credit to sources used in research.
  - Understand the difference between plagiarism and using own words.

## **History and Social Science** (2008)

### *Colonization and Conflict: 1607 through the American Revolution*

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- explaining the reasons for English colonization;
  - describing how geography influenced the decision to settle at Jamestown;
  - identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
  - identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
  - describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
  - describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- explaining the importance of agriculture and its influence on the institution of slavery;
  - describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
  - explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
  - describing how money, barter, and credit were used;
  - describing everyday life in colonial Virginia.

## **Mathematics** (2009)

### *Measurement*

- 4.7 The student will
- estimate and measure length, and describe the result in both metric and U.S. Customary units; and
  - identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters).

## **Standards for Technological Literacy**

- Standard 8: Students will develop an understanding of the attributes of design.
- Standard 9: Students will develop an understanding of engineering design.
- Standard 11: Students will develop the abilities to apply the design process.
- Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.



## Please give us some feedback.

Complete the form below to let us know how this design brief worked for you and your students. Please be specific so that we might use your suggestions to improve the activity. *You can fill this out on your computer, or you can print it, fill it out manually, and scan it.*

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

School division: \_\_\_\_\_

Design brief title: \_\_\_\_\_

<b>Background</b>	<i>Put an X in the appropriate column:</i>	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does it set the context for the activity?				
Is it age-appropriate in language, length, and complexity?				
Does it reference prior learning and/or research that the students did that will facilitate designing a solution to a problem?				
Is it detailed enough that an adult will understand the purpose for the design brief?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

<b>Design Challenge</b>	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does the challenge support your curriculum?			
Is it age-appropriate in language, length, and complexity?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

<b>Criteria</b> Criteria are part of the challenge. They set the limitations for the design. They are not directions.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Are the limitations age-appropriate?				
Do the limitations encourage critical thinking?				
Is the application of mathematic knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of science knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of social studies knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Are language skills integrated into the criteria? If not, should the skill area be addressed?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

<b>Materials</b> Materials help set the limitations for the design. The list should include materials that might work.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Does the materials list encourage a variety of design solutions?				
Does the materials list include a variety of choices for joining items?				
Does the materials list include materials that force students to make decisions?				
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>				

<b>Tools</b> Tools can be used in the construction of the designed product. They are used to manipulate materials. They cannot become part of the product.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the tools listed age appropriate?			
Are all tools needed for the activity included?			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

<b>Standards of Learning</b>	Yes	No
Does the design brief reinforce the targeted Standard of Learning(s)?		
Are the supporting Standards of Learning appropriate?		
What Standards of Learning would you add or remove?		

<b>Standards for Technological Literacy</b>	Yes	No
Does the design brief reinforce the targeted Standard(s) for Technological Literacy?		
Are the supporting Standards for Technological Literacy appropriate?		
What Standards for Technological Literacy would you add or remove?		

<b>Tips for Teachers</b>	Yes	No
Are the tips listed in the chart helpful for a first-time teacher?		
What tips would you add?		

<b>Guided Portfolio</b>	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the instructions and questions age appropriate and clear?			
In the "Test your solution" section, do the questions force students to thoroughly test their solutions?			
In the "Evaluate your solution" section, do the questions force students to honestly evaluate their solutions			
COMMENTS. <i>If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.</i>			

<p><b>Additional Comments</b> Please use this area to provide general suggestions for improving this design brief.</p>