

# The Virginia Company of London Wants You!

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

**Design Challenge:** Design and produce a brochure that will entice people to make the trip to Jamestown. Use your knowledge of English Standard of Learning 4.5 as you design your brochure. Use headings to emphasize different sections, use a variety of print styles, sizes, and colors, and use appropriate illustrations.



## Criteria:

Your brochure should

- have two folds
- contain appropriate illustrations
- contain special print styles, captions, and headings
- be organized to stress the positive reasons for making the trip
- have correct grammar, capitalization, punctuation, and spelling
- have a perimeter of no more than 50 inches and no less than 40 inches.

**Materials:** You may select from the items below.

- card stock
- tag board
- construction paper
- scrap paper
- general art supplies (markers, colored pencils, paste, and scissors)

Targeted Standard of Learning: English 4.5  
Supporting Standards of Learning: English 4.1, 4.2, 4.6, 4.7, 4.8  
Mathematics 4.11, 4.13  
History and Social Science VS.3, VS.4

Targeted Standard for Technological Literacy: 9  
Supporting Standards for Technological Literacy: 8, 11

# The Virginia Company of London Wants You!



**Targeted Standard of Learning:** English 4.5

- The student will read and demonstrate comprehension of nonfiction.

**Targeted Standard for Technological Literacy:** Standard 9

- Students will develop an understanding of engineering design.

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Time Management
<ul style="list-style-type: none"> <li>• Exposure to targeted English Standard of Learning 4.5</li> <li>• Knowledge of the Virginia Company of London and life Jamestown</li> <li>• Some understanding of the design process</li> </ul>	<ul style="list-style-type: none"> <li>• Check Design Brief for recommended materials. Teacher may substitute 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>Special Hints</p> <ul style="list-style-type: none"> <li>• Use in conjunction with history 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" (p.6) and "Design Brief Rubric" (p.10) before they begin their work.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups, pairs, or individuals</li> <li>• Each student keeps own Guided Portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Design Brief</li> <li>• Guided Portfolio</li> <li>• Rubric Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Session 1: Introducing Design Brief and Portfolio (45 min.)</li> <li>• Session 2: Building (60 min.)</li> <li>• Session 3: Sharing and evaluating (45 min.)</li> </ul>

Guided Portfolio—1

Name \_\_\_\_\_

# The Virginia Company of London Wants You!



Group Members: \_\_\_\_\_

\_\_\_\_\_

1. **What is the problem?** State the problem in *your own words*.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Targeted Standard of Learning: English 4.5  
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Mathematics 4.11, 4.13  
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Name \_\_\_\_\_



## 2. Brainstorm solutions.

Draw or describe some possible solutions.

A large graphic consisting of four rounded rectangular boxes arranged in a 2x2 grid. The boxes are connected by lines to a central glowing lightbulb. The lightbulb is drawn with radiating lines around it, indicating it is lit. The boxes are empty, intended for drawing or describing solutions.



Name \_\_\_\_\_



#### 4. Test your solution.

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

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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What would you have done differently?

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Could you add to it to make it better? What would you add to it?

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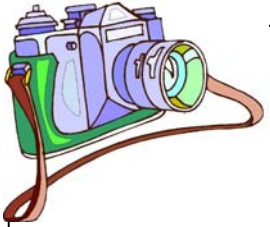
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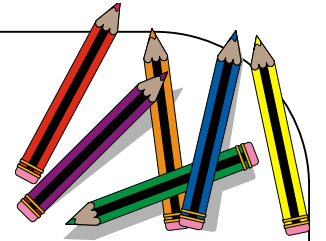
Guided Portfolio—6

Name \_\_\_\_\_

Attach a photograph of your final project here. If you do not have a photograph, draw a picture of your final project.



How would you make your project better? Draw a picture showing how it would look after you have made changes to it.





Name \_\_\_\_\_

# KWL: The Virginia Company of London Wants You!



What we <u>K</u> now.	What we <u>W</u> ant to know.	What we <u>L</u> earned.
	<p>Note: The teacher should make sure that all required information is listed in question form on the "W" (what we want to learn) section of the KWL. Use your <i>Virginia SOL Teacher Resource Guide</i> to check what knowledge, skills, and processes are considered essential for supporting the History and Social Science Standards of Learning VS3 and VS4. When necessary refer to the Resource Guide for previous grade levels.</p>	

Targeted Standard of Learning: English 4.5  
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Targeted Standard for Technological Literacy: 9  
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# Rubric for *The Virginia Company of London Wants You!*

Name \_\_\_\_\_

Date \_\_\_\_\_



Design Brief Rubric	no evidence	limited understanding	some understanding with room for improvement	good understanding with room for improvement	substantial understanding
	0	1	2	3	4
The student restated the problem in his/her own words.					
The student brainstormed more than one idea.					
The student created and labeled a sketch to use as a "blueprint."					
The student included notes about problems that occurred and their solutions.					
<b>The student tested the brochure to make sure</b> <ul style="list-style-type: none"> <li>it had two folds</li> <li>it met the size requirements</li> <li>it contained headings to emphasize various sections</li> <li>it used a variety of print styles, print sizes, and colors</li> <li>it had appropriate illustrations</li> <li>it stressed the positive reasons for making the trip.</li> </ul>					
<b>The student tested the brochure for correct</b> <ul style="list-style-type: none"> <li>grammar</li> <li>capitalization</li> <li>punctuation</li> <li>spelling.</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 \_\_\_\_\_

<p style="text-align: center;"><b>Oral Communication Rubric</b></p>	<p style="text-align: center;">no evidence  0</p>	<p style="text-align: center;">limited understanding  1</p>	<p style="text-align: center;">some understanding with room for improvement  2</p>	<p style="text-align: center;">good understanding with room for improvement  3</p>	<p style="text-align: center;">substantial understanding  4</p>
<p><b>4.1 The student will use effective communication skills in a variety of settings.</b></p> <p>a) Present accurate directions to individuals and small groups.</p> <p>b) Contribute to group discussions.</p> <p>c) Seek ideas and opinions of others.</p> <p>d) Use evidence to support opinions.</p> <p>e) Use grammatically correct language and specific vocabulary to communicate ideas.</p>					
<p><b>4.2 The student will make and listen to oral presentations and reports.</b></p> <p>a) Use subject-related information and vocabulary.</p> <p>b) Listen to and record information.</p> <p>c) Organize information for clarity.</p>					



# Standards of Learning

## English (2002)

### Oral Language

- 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.
  - c) Seek the ideas and opinions of others.
  - d) Use evidence to support opinions.
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.
- 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.

### Reading

- 4.5 The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers such as type, headings, and graphics to predict and categorize information.
  - b) Formulate questions that might be answered in the selection.
  - c) Explain the author's purpose.
  - d) Make literal inferences using information from texts.
  - e) Draw conclusions using information from texts.
  - f) Summarize content of selection, identifying important ideas and providing details for each important idea.
  - g) Describe relationship between content and previously learned concepts or skills.
  - h) Distinguish between cause and effect and between fact and opinion.
  - i) Identify new information gained from reading.
- 4.6 The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
  - b) Collect information using the resources of the media center including online, print, and media resources.
  - c) Evaluate and synthesize information.

## English (2002), continued

### Writing

- 4.7 The student will write effective narratives and explanations.
- Focus on one aspect of a topic.
  - Develop a plan for writing.
  - Organize writing to convey a central idea.
  - Write several related paragraphs on the same topic.
  - Utilize elements of style, including word choice and sentence variation.
  - Write rhymed, unrhymed, and patterned poetry.
  - Use available technology.
- 4.8 The student will edit writing for correct capitalization, spelling, punctuation, and sentence structure.
- 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 the articles *a*, *an*, and *the* correctly.
  - Use correct spelling for frequently used words, including common homophones.

## Mathematics (2001)

### Measurement

- 4.11 The student will
- estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch ( $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{8}$ ), inches, feet, yards, millimeters, centimeters, and meters;
  - identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters); and
  - estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile). \*  
*\* The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. Customary and metric units.*
- 4.13 The student will
- identify and describe situations representing the use of perimeter and area; and
  - use measuring devices to find perimeter in both standard and nonstandard units of measure.

## History and Social Science (2001)

### *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 Virginia Assembly(1619) as the first representative legislative body in English America;
  - identifying the importance of the arrival of Africans and 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 Powhatan people, including the contributions of the Powhatans 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 European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England;
  - explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
  - describing how money, barter, and credit were used.

## 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.