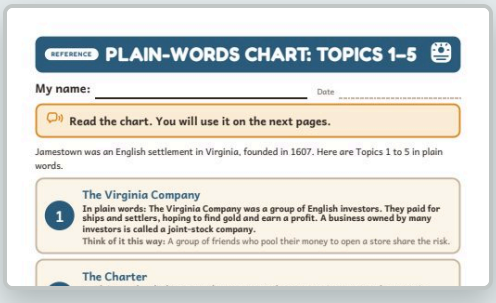
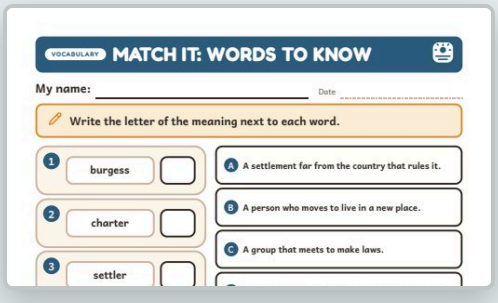
6TH–8TH · SOCIAL STUDIES

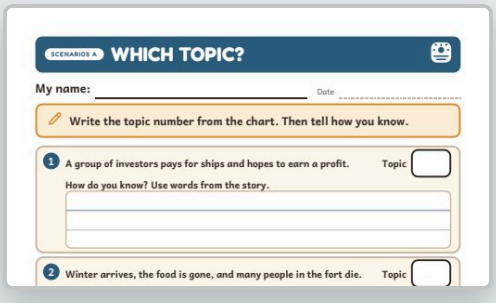
**TOPICS 1-10**

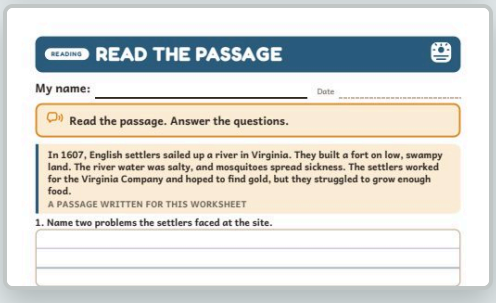
# JAMESTOWN COLONY WORKSHEETS

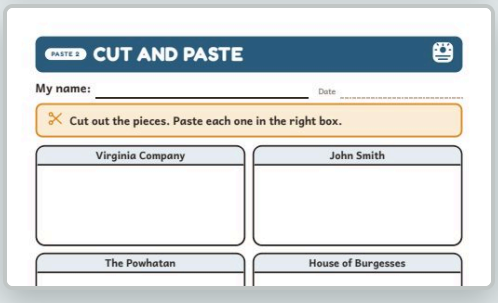
A plain-words chart, vocabulary match, scenarios, a timeline to build, a reading passage, a case study, writing organizers and cut-and-paste sorts. Keys, a tracker and a family page. Print, or type the answers. PDF.







**33 Pages** | **13 Page Types** | **69 Items** | **16 Scenarios**

BRIGHT PATH SPED

START HERE

# QUICK START

## 1 Start with the two charts

Pages 5 and 6 put ten topics about Jamestown in plain words, with a way to picture each. Read them aloud together and keep them on the desk; most pages ask the student to look something up.

## 2 Hand over a page

Every student page opens with a name line and one short instruction, with room to write. Nothing on it is written for an adult. The chooser below says which page for which job.

## 3 Check, then record

Answer keys are on pages 22 to 24. Record scores on the tracker (page 25) and the open-response pages by what you see, using the look-fors on page 24.

### WHICH PAGE FOR WHICH JOB

| WHEN YOU WANT TO... | USE | PAGES |
|---|---|---|
| Introduce the unit | Plain-Words Chart, Match It | 5, 6, 7 |
| Check what they remember | Name the Theme, True or False, Fill In, Timeline | 8, 11, 12, 13 |
| Apply it to real situations | Which Topic?, Case Study | 9, 10, 15 |
| Read and write | Read the Passage, Explain It, Build a Paragraph, Snapshot | 14, 16, 17, 18 |
| A hands-on sort | Cut and Paste, three mats | 19, 20, 21 |
| Record and report | Tracker, class grid, team note, family page | 25, 26, 27, 28 |

**Everything inside (33 pages)**

- **17 student pages** in 13 page types, 69 scored items
- **16 scenarios** to sort by topic or theme, plus an invented case study
- **26 cut-and-paste pieces** on 3 sort mats
- **3 answer keys**, a tracker, a class grid, a team note, a family page
- A filled example, a phrase bank, a binder cover and divider tabs

**Your standards, your words**

These are textbook-level summaries for classroom use. Every scenario, passage and the case study are invented. Write the standard or the district's wording you want students to see on the line on the tracker (page 25).

REFERENCE

# PLAIN-WORDS CHART: TOPICS 1–5

**My name:** _____ Date .....

**Read the chart. You will use it on the next pages.**

Jamestown was an English settlement in Virginia, founded in 1607. Here are Topics 1 to 5 in plain words.

## 1 The Virginia Company

**In plain words: The Virginia Company was a group of English investors. They paid for ships and settlers, hoping to find gold and earn a profit. A business owned by many investors is called a joint-stock company.**

**Think of it this way:** A group of friends who pool their money to open a store share the risk.

## 2 The Charter

**In plain words: The king gave the company a charter, a written paper that gave it rights to settle land in Virginia. The paper also said that the settlers would keep the rights of English people.**

**Think of it this way:** Think of a permission slip, but one that comes from a king.

## 3 Jamestown Is Founded

**In plain words: In 1607 the settlers sailed up a river and named it the James River, after King James I. They built a fort and called the settlement Jamestown. It became the first lasting English settlement in North America.**

**Think of it this way:** Think of the first house on a street that later fills up.

## 4 Life in the Colony

**In plain words: The land was low and swampy, the river water was salty, and mosquitoes spread sickness. Many settlers wanted to find gold more than they wanted to grow food, so food was hard to find.**

**Think of it this way:** Moving somewhere new without a plan makes everyday jobs hard.

## 5 John Smith

**In plain words: John Smith was a captain who became a leader of the colony in 1608. He pushed the settlers to work and said that those who did not work would not eat. He also traded with the Powhatan people for corn.**

**Think of it this way:** Think of a team captain who makes everyone do their part.

VOCABULARY

# MATCH IT: WORDS TO KNOW

My name: _____ Date .....

Write the letter of the meaning next to each word.

| | | |
|---|---|---|
| 1 | burgess | |
| 2 | charter | |
| 3 | settler | |
| 4 | colony | |
| 5 | famine | |
| 6 | profit | |
| 7 | cash crop | |
| 8 | assembly | |

A. A settlement far from the country that rules it.

B. A person who moves to live in a new place.

C. A group that meets to make laws.

D. A written paper that gives permission and rights.

E. Money left after the costs are paid.

F. A time when there is not enough food.

G. A tax on goods brought into a country.

H. An agreement between nations or groups.

I. An elected lawmaker in colonial Virginia.

J. A crop grown to sell for money.

Two of the meanings are not used.

SCENARIOS A

# WHICH TOPIC?

**My name:** _____ Date .....

**Write the topic number from the chart. Then tell how you know.**

**1** A group of investors pays for ships and hopes to earn a profit. **Topic** ☐

How do you know? Use words from the story.

**2** Winter arrives, the food is gone, and many people in the fort die. **Topic** ☐

How do you know? Use words from the story.

**3** A captain tells everyone in the colony they must work if they want to eat. **Topic** ☐

How do you know? Use words from the story.

**4** Landowners vote for men to speak for them and make laws. **Topic** ☐

How do you know? Use words from the story.

READING

# READ THE PASSAGE

My name: _____ Date .....

**Read the passage. Answer the questions.**

**In 1607, English settlers sailed up a river in Virginia. They built a fort on low, swampy land. The river water was salty, and mosquitoes spread sickness. The settlers worked for the Virginia Company and hoped to find gold, but they struggled to grow enough food.**

A PASSAGE WRITTEN FOR THIS WORKSHEET

**1. Name two problems the settlers faced at the site.**

**2. Why did the Virginia Company send the settlers? Use your own words.**

**The Powhatan people grew corn, and the settlers traded with them for food. Later, John Rolfe grew a sweet kind of tobacco that sold well in England. Tobacco became a cash crop, a crop grown to be sold for money. Soon more settlers wanted land to plant it.**

A PASSAGE WRITTEN FOR THIS WORKSHEET

**3. Fill in the two missing words from the passage.**

The settlers built *a* _____

Tobacco became *a cash* _____

**4. Why would tobacco make settlers want more land? Use a clue from the passages.**

PASTE 2

# CUT AND PASTE

**My name:** _____ Date .....

✂ **Cut out the pieces. Paste each one in the right box.**

| Virginia Company | John Smith |
| --- | --- |
| | |

| The Powhatan | House of Burgesses |
| --- | --- |
| | |

✂ Cut on the dashed lines.

| | | | |
| --- | --- | --- | --- |
| A chief led many villages | Traded corn to the settlers | Elected lawmakers of 1619 | Investors who paid for the ships |
| A captain who led the colony | Said workers must earn their food | Hoped for gold and a profit | Met to make laws for Virginia |

TRACKER

# JAMESTOWN TRACKER

STUDENT _____ TEACHER _____ MONTH _____

| PAGE | PAGE TYPE AND SET | ITEMS | RIGHT | DATE | NOTES |
|---|---|---|---|---|---|
| 7 | Words to Know | 8 | | | |
| 8 | Name the Theme | 8 | | | |
| 9 | Which Topic? A | 4 | | | |
| 10 | Which Topic? B | 4 | | | |
| 11 | True or False? | 6 | | | |
| 12 | Fill In the Sentence | 8 | | | |
| 13 | Build the Timeline | 5 | | | |
| 19 | Cut and Paste 1 | 8 | | | |
| 20 | Cut and Paste 2 | 8 | | | |
| 21 | Cut and Paste 3 | 10 | | | |

| PAGE | OPEN-RESPONSE PAGE | DATE DONE | WHAT I SAW |
|---|---|---|---|
| 14 | Read the Passage | | |
| 15 | Case Study | | |
| 16 | Explain It | | |
| 17 | Build a Paragraph | | |
| 18 | Topic Snapshot | | |

**How to fill this in**

Write how many items the student got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 69 items on the 10 scored pages. The charts (pages 5 and 6) are not scored. Answer keys: pages 22 to 24. Filled example: page 29.

THIS MONTH WE ARE WORKING ON (YOUR OWN STANDARD OR WORDING)

# EXAMPLE MARCUS'S TRACKER

Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 25.

STUDENT **Marcus T. (an invented student)**

TEACHER **Ms. Odom (invented)**

MONTH **October**

| PAGE | PAGE TYPE AND SET | ITEMS | RIGHT | DATE | NOTES |
|---|---|---|---|---|---|
| 7 | Words to Know | 8 | 7 | 10/1 | Mixed up two meanings |
| 8 | Name the Theme | 8 | 8 | 10/2 | – |
| 9 | Which Topic? A | 4 | 3 | 10/6 | Needed a prompt on one item |
| 10 | Which Topic? B | 4 | 4 | 10/7 | – |
| 11 | True or False? | 6 | 5 | 10/8 | Missed one false sentence |
| 12 | Fill In the Sentence | 8 | 7 | 10/9 | Needed a prompt on one item |
| 13 | Build the Timeline | 5 | 4 | 10/10 | Swapped two steps |
| 19 | Cut and Paste 1 | 8 | 8 | 10/3 | – |
| 20 | Cut and Paste 2 | 8 | – | – | – |
| 21 | Cut and Paste 3 | 10 | – | – | – |

### How to read it

Marcus T. has done **8 of 10** scored pages and got **46 of 51** items right with no prompt. **3** pages were all right and **5** carry a note. Every number here comes from the table above.

### The family note this tracker would produce

"This month Marcus finished 8 pages and got 46 of 51 items right. Marcus is solid on Name the Theme and the cut-and-paste sort; the next thing to practice is saying which words in a story point to a topic." — every number in it is a row of the table above.

### What the table points to

5 pages carry a note and each is short of full. The pages left blank (2 of them) are not tried yet, never wrong.

# THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of students who each need a different amount of support learning and explaining what they learn. If this helped, leaving feedback on TPT helps other teachers find it.

### Everything inside, one more time

- **17 student pages** in 13 page types, 69 scored items, every answer computed in code from the lists on the page.
- **26 cut-and-paste pieces** on 3 sort mats, **3 answer keys**.
- **1 tracker, 1 class grid, 1 team note, 1 family page, 1 filled example, 1 phrase bank** (17 starters), **1 binder cover** and divider tabs.

### How this file avoids guessing

Wherever a student picks among printed spots — the lettered meanings, the box of words, the order of the pieces on the cut strip — the position of the right answer is checked in code so it never sits in the same spot three times in a row.

### No real student anywhere in this file

The filled example on page 29 names "Marcus T.," an invented student used only to show how the tracker fills in. Every scenario and the case study are invented, and nothing here is legal advice. Once you fill in a real student's name, the tracker, class grid and team note (pages 25, 26 and 27) do carry real information — keep completed pages secure the same way you would any other record.

### Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

## WHAT'S NEXT FROM THIS STORE

For the same students: transition and career readiness, plus a K-2 community set.




**Student Transition Career Readiness Portfolio**
A career readiness portfolio for students in transition.




**Transition and Life Skills Data Sheets Bundle**
Vocational, career and daily-living data sheets.




**Community Helpers Worksheets K-2**
Match, who am I, and a cut-and-paste sort for K-2.

Part of the Bright Path Sped collection — new products are added regularly. Click **Follow** on the store page and TPT will email you when new products go up.

Type: Andika, Fredoka and Patrick Hand, SIL Open Font License. Every word is set in type. No clip art, photographs or third-party art.
© Bright Path Sped. For single-classroom use by the original purchaser.