




Lesson Title	Grade Level	Time Required
Jamestown Simulation	5	Day 1: 60 minutes Day 2: 60 minutes

Lesson Description	This engaging and original lesson combines online resources with interactive decision-making to explore the economic challenges of the Jamestown settlement. Using the Jamestown Online Adventure from historyglobe.com, students will step into the role of decision-makers tasked with leading the colony to success. By applying the Paced Decision-Making model, they will analyze the economic factors influencing key decisions, such as resource allocation, trade, and survival strategies. This activity integrates history and economics, fostering critical thinking and an understanding of the complexities behind the establishment of one of America's first settlements.
Goals/Objectives	<ul style="list-style-type: none"> Students will identify Jamestown as the first permanent British settlement, established in 1607. Students will explain the experiences of the settlers at Jamestown. Students will apply the Paced Decision Making process

Materials	<ul style="list-style-type: none"> Computer for each pair of students 6 copies of  PACED Decision Making Grid.pdf Jamestown Online Adventure
Handout List	<ul style="list-style-type: none">  MCEE Lesson Handout 1: Jamestown Simulation  PACED Decision Making Grid.pdf
Standards / Benchmarks	<p>Minnesota State Standards</p> <p>Economics:</p> <ul style="list-style-type: none"> 5.2.9.1 Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.
Access for All Learners	<p>Questions to consider while preparing the lesson to ensure all students have the access/ability to appropriately engage in the lesson:</p> <ul style="list-style-type: none"> Do any of my students need different modalities (e.g., through vision, hearing, or

	<p>touch) or information in a format that will allow for adjustability such as text that can be enlarged, sounds that can be amplified).</p> <ul style="list-style-type: none"> • Are there instructional strategies I could use (e.g., graphic organizers, sentence stems, Visual Thinking Strategies) to make the lesson more accessible and less intimidating for my ELL students? • Do the assessments reflect what my students know? <p>To learn more about making lessons accessible for your students, access these links: Universal Design for Learning Guidelines; Universal Design for Learning: Meeting the Needs of All Students; Best Practices for Serving English Language Learners and Their Families</p> <hr/> <p><i>Additional suggestions from lesson author: None</i></p>
Anti-Bias Considerations	<p>Questions to consider while preparing the lesson to ensure the lesson supports inclusion for all of your students:</p> <ul style="list-style-type: none"> • Will my students see themselves in the lesson and if not, how can I enhance the lesson so that each student can see themselves? • Is the lesson relevant to my students' lives and lived experiences and if not, what changes can I make to the lesson to make it relevant to my students? • How can I encourage students to question and respond to ideas or examples they consider to be unfair? • How will I respond to stereotypical or unjust ideas that emerge in discussion or the lesson itself? <p>To learn more anti-bias education, access these links: AMAZEworks; Teaching for Change</p> <hr/> <p><i>Additional suggestions from lesson author: None</i></p>
Prior Knowledge	None
Vocabulary	<ul style="list-style-type: none"> • Profit: The amount of revenue that remains after a business pays the costs of producing a good or service. • Joint-stock company: Company whose stock is owned jointly by the

shareholders.


- Cost: An amount that has to be paid or given up in order to get something.
- Risk: The chance of loss.

For additional terms and definitions, as well as a tool to create custom flashcards, please consult the [Glossary of Economics and Personal Finance Terms](#) from the Federal Reserve of St. Louis.


Instructional Procedures

Use this [checklist](#) for important considerations while planning.

Day One

1. Tell students they will be running a simulation where they are going to have to make decisions for the people of Jamestown - [Jamestown Online Adventure](#).
2. Tell students “You are the Captain of the Jamestown Colony: Can you do any better than the real colonists? You will have a copy of the London Company's Instructions to help guide you. Also, you can ask your fellow colonists and the Native Americans for advice. Be careful, though, because some advice is better than others!”
3. Explain the Scoring Factors: “After you make all your decisions, you will receive a report on the state of your colony based on these factors:
 - Food: How well can you provide it for your colonists?
 - Health: Can you keep your colonists from dying due to disease, starvation, and attacks?
 - Wealth: Can you make yourself and your sponsors at the London Company rich from the discovery of gold and silver?
 - Morale: Can you keep yourself in power by keeping everyone happy?”
4. Make History: “You will get to compare your colony to the historical Jamestown at the end. By examining the "Now we know..." section, you can learn from the mistakes of history so you do not repeat them when you play again. Good luck!”
5. Tell students that they will use the PACED Decision-Making process to help them make decisions. Display  [PACED Decision Making Grid.pdf](#)
6. Review the process together as a class. Introduce the word criteria, “a principle or standard by which something may be judged or decided,” and go

through the grid.

7. Before beginning the simulation hand out to each pair of students 6 copies of  PACHED Decision Making Grid.pdf with the premade questions below on each of them:
 - a. Where do you want to land?
 - b. How do you want to interact with the Natives?
 - c. Which colonists will perform work?
 - d. What kind of structure do you want to build?
 - e. What do you want to search for?
 - f. What crops do you want to plant?
8. Explain to students that when they are in the simulation they should stop at the question, record their alternative choices of where to land and the criteria of their choices. They can make their own criteria or they can consult the charter to provide them with more information. Before making their choice they will need to check their criteria against their choices and then make a final decision. They will do this for each of the questions above.

Day Two

1. Lead a class discussion on each of the decisions by having students compare their choices to what the real Jamestown colonists did and give students time to share why they chose what they chose.

The site you chose was: Ask for volunteers to share answers.

Now we know: The Jamestown colonists settled in a low, marshy area in what is now James City County, Virginia. The original site lies along the James River about thirty miles up from the Chesapeake Bay. The site was probably chosen to defend against rival Spanish warships which were competing to take over the east coast of North America. While strategically sound, the river marsh site bred disease and starvation. Mosquitoes and other pests carried diseases and caused several epidemics of dysentery, typhoid fever, and possibly malaria. The water was too salty to drink and made the soil poor for growing food.

2. **Upon meeting the Powhatan Indians, you chose to:** Ask for volunteers to share answers.

Now we know: The real Jamestown colonists had an uneasy peace with the Native Americans, interrupted by flashes of brutal violence by both sides. Pocahontas, the princess of the Native American chief Powhatan, was reported to have saved the life of John Smith, a leader of the English colony. Pocahontas later married John Rolfe, an English tobacco planter, resulting in a few years of relative peace. Mutual fears caused relations between the two peoples to disintegrate again, culminating in an attack by the Indians in 1622 that killed about 350 English settlers. The history of Jamestown was a sadly typical chapter in the story of relations between Europeans and Native Americans. European military technology and diseases overwhelmed the Native American peoples. Yet they and their cultures have survived and remain a rich part of modern life in the Americas today.

3. **The structure you chose to build was:** Ask for volunteers to share answers.


Now we know: The Jamestown colonists constructed a wooden fort for defense against attackers. Work done by the Jamestown Rediscovery archaeologists shows the Jamestown fort was built of small wooden posts set in narrow trenches with dry moats. The fort was shaped like a triangle, with a cannon placed at each corner. The design was common among European military posts of the time. The stronger ones, such as the Spanish castle at St. Augustine, Florida, were fortified with walls of stone instead of wood.

4. **For your labor force, you decided that:** Ask for volunteers to share answers.

Now we know: The colonists of Jamestown were divided into two social classes, workers and Gentlemen. Workers included craftsmen, indentured servants, farmers, and other manual laborers. Gentlemen, however, were not expected to work with their hands. Many of the Gentlemen had only military skills. Some historians believe that because there were more Gentlemen than workers, essential activities such as building and planting were neglected. As the colony faced starvation and other disasters, Captain John Smith ordered the Gentlemen to join with the others to work for their common survival.

5. **You chose to interact with the Natives by:** Ask for volunteers to share answers.

Now we know: Hoping to become fabulously rich like the Spanish conquistadors in Mexico and Peru, many of the Gentlemen colonists at Jamestown chose to spend their time and energy searching for gold and silver. What they found instead was Pyrite, a glittering mineral known as "fool's gold". Although they lived near forests and rivers, the colonists never seriously hunted or fished to add to their meager food supply. This oversight contributed to the sufferings of the winter of 1609/1610, known as "the starving time."

	<p>6. You chose to plant: Ask for volunteers to share answers.</p> <p>Now we know: Corn grows better in the environment of the New World than any other food of the time, including wheat. Most Native American tribes relied heavily on corn for food, and its discovery by the Europeans became one of the New World's greatest gifts to the Old World. Sir Walter Raleigh first brought back tobacco from the New World to Europe and popularized pipe-smoking in the 1580's. Even then, smoking tobacco was a controversial practice. King James I of England wrote a pamphlet to discourage its popularity among the public. However, after John Rolfe greatly improved the science of tobacco growing, the profits from its export probably saved the Jamestown colony from economic ruin.</p> <p>7. Congratulate students on completing the simulation and give each student a copy of  MCEE Lesson Handout 1: Jamestown Simulation and read the directions with them. Give students time to complete the reflections.</p> <p>8. Collect the reflections</p>
Lesson Assessment	Use the reflections to assess understanding and provide feedback.
Additional Resources	None.
Lesson Author(s) / Organization	Minnesota Council on Economic Education - Lesson Author: Hannah Swaden, Teacher, Glen Lake Elementary