



FLOYD COUNTY BOARD OF EDUCATION
Dr. Henry L. Webb, Superintendent
106 North Front Avenue
Prestonsburg, Kentucky 41653
Telephone (606) 886-2354 Fax (606) 886-8862
www.floyd.kyschools.us

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Date: September 22,

Consent Agenda Item (Action Item): Consider/Approve the out of state field trip and commercial carrier for Stumbo Elementary eighth grade class to travel to Jamestown & Williamsburg Virginia. Students will visit Monticello (Home of Thomas Jefferson), Colonial Williamsburg, The Jamestown Settlement Pier, James Fort, Powhatan Village etc... While visiting these sites students will view plantations, blacksmith demonstrations, weaving, ships from the era and much more. The charter bus will depart for the trip on April 4th and return back on April 8th.


Applicable State or Regulations: Board Policy 9.36 states that out-of-state trips and requests for commercial carriers require Superintendent/Board approval.

Background and Rationale: John M. Stumbo Elementary School's Eighth grade class is tested in the area of Social Studies, on the state assessment. Each year our Social Studies scores have been some of the highest in the state and currently we are the #1 ranked Middle School in the state of Kentucky! In order to maintain this level of performance we want to expose our students to current and past historical information that will bring history to life.

Budget/Financial Issues: The cost of this trip will be covered solely by fundraising by the eighth grade class.

Recommended Action: Approve the trip for the 8th grade class

Contact Person(s): Donna Robinson, Renee Gabbard, and Kathryn Tackett
(606) 263-6200


Principal

Director


Superintendent

ACORDTM CERTIFICATE OF LIABILITY INSURANCE		DATE (MM/DD/YYYY) 09/27/2017
PRODUCER Sure Line Services, Inc. 111 Outer Loop Louisville, KY 40214		THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.
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INSR ADD'L TO INSR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	TD000059	09/27/2017	09/27/2018	EACH OCCURRENCE \$ 5,000,000 DAMAGE TO RENTED PREMISES (Per occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 5,000,000 PRODUCTS - COMP/OP AGG \$ INCL
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS <input checked="" type="checkbox"/> COLLISION <input checked="" type="checkbox"/> SPECIFIED PERIL	TD000059	09/27/2017	09/27/2018	COMBINED SINGLE LIMIT (EA accident) \$ 5,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	GARAGE LIABILITY <input type="checkbox"/> ANY AUTO	TD000059	09/27/2017	09/27/2018	AUTO ONLY - EA ACCIDENT \$ 5,000,000 OTHER THAN AUTO ONLY: EA AGG \$ AGG \$
	EXCESS/UMBRELLA LIABILITY <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE DEDUCTIBLE \$ RETENTION \$				EACH OCCURRENCE \$ AGGREGATE \$ \$ \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below				<input type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	GARAGE KEEPERS	TD000059	09/27/2017	09/27/2018	500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

CERTIFICATE HOLDER IS TO BE LISTED AS AN ADDITIONAL INSURED

FAX 606-263-8200

CERTIFICATE HOLDER

FLOYD COUNTY BOARD OF EDUCATION
 108 NORTH FRONT AVENUE
 PRESTONBURG, KY 41653

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

Carlynn Miller

Lesson Plan

Jamestown and Williamsburg

SS-08-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.

SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in United States history prior to Reconstruction.

SS-08-5.2.1 Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events.

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. SS-08-5.2.3 Students will explain how the growth.

SS-08-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).

Objective:

Using the *Five Themes of Geography* as guidelines, make a visual representation of Jamestown in the 17th century.

Teacher Background: Five Themes of Geography

o **Location: Position on the Earth's Surface**

Absolute location and relative location are two ways of describing the positions of people and places on the earth's surface. Using absolute location, one might say that the city is located at 48 degrees North latitude and 2 degrees East longitude, or the house is located at 115 Main Street. Using relative location, the school is located across the street from City Park, or it is 10 minutes from the beach.

- **Place: Physical and Human Characteristics**

Place is a description of what a location is like. Physical characteristics include such things as landforms, bodies of water, climate, soils, natural vegetation and animal life. Human characteristics refer to human actions or ideas that shape the character of a place, such as buildings, roads, lifestyles or cultures.

- **Relationships within Places: Humans and Environments**

Humans will modify or adapt to their environments in many ways. In what ways have the people changed their environment? *Cutting down trees, polluting rivers.* How have people been changed by or adapted to their environment? *Types of housing built, types of clothing worn.*

- **Movement: Humans Interacting on the Earth**

Movement includes the movement of people, things and ideas. People interact with each other in many different ways through communication and transportation of goods and ideas. How do people transport themselves and their goods? *By foot, ship, wagon, bicycle, airplane, train, etc.* How do they communicate with one another and with other groups of people? *Conversation, public gatherings, letters, newspapers, music, television, etc.*

- **Regions: How They Form and Change**

Some areas on the earth's surface have similar characteristics but differ from other areas around them. These characteristics may be human or physical. In a human region, people may have the same government, which is different from those in the areas around them. People within a region may speak the same language, but that language may be different from that spoken by the people around them. Religion may be another characteristic of a region. On the other hand, the region may be a physical region and have the same physical characteristics, such as a rainforest or desert.

Procedure:

Step 1: Explain to students that as they begin their study of Jamestown, they will look geographically at the site of Jamestown where all three cultures came together – the Powhatan Indians, the English and the Africans. The *Cultures at Jamestown* background essay provides information on these three cultures.

Step 2: Review the *Five Themes of Geography* with the class, giving specific examples of each.

Step 3: Explain to the students that they will be responsible for making a class or school bulletin board about Jamestown in the 17th century, using the *Five Themes of Geography*. Remind them that others will learn from their work.

Step 4: Divide the class into five groups with approximately five students in each group. Each group should have a leader who is responsible for organizing the material produced.

Step 5: Assign each group one of the *Five Themes of Geography* as a focus for the group's work. Guiding questions and information about each theme should be given to each group. Examples of guiding questions:

Location:

- Where are key sites related to the study of Jamestown located? *James River, York River, Chesapeake Bay, Atlantic Ocean, England, Angola, Jamestown.*
- What are some different ways you could describe these locations using absolute and relative location?
- What are some ways you could show these locations?

Place:

- What are some ways you could describe the physical characteristics of the environment around Jamestown? *Many rivers, peninsulas, coastline, many types of trees, animals, mild climate.*
- What are some ways you could describe the human characteristics of the environment around Jamestown? *Dwellings, tools, clothing, food.*
- How could you show these visually?

Human Interactions with the Environment:

- What are some ways the Powhatan Indians interacted with their environment around Jamestown? *Planted food, hunted, fished, built yehakins.*
- How did the English and Africans interact with this environment? *Cut down trees, built fort, planted tobacco.*
- How did the environment change the English and Africans? *Clothing worn, food eaten, type of housing built.*
- How could you show this visually?

Movement:

- How did the Powhatans, English and Africans at Jamestown move from place to place? *Canoe, ship, walked.*
- How did they communicate?
- How did they exchange goods?
- How can you show this visually?

Region:

- What physical characteristics of Tidewater Virginia made it a region? *Area influenced by the tides, similar climate.*
- How did it differ from areas around it? *Different landform, different climate and other physical features. Different cultural features such as Indian groups.*

- What government structures or languages influenced the region? *Powhatan ruled over more than 30 Algonquian speaking tribes in eastern Virginia. The English were governed by the London Company and the council in Virginia. The English gradually claimed more and more land.*

Step 6: Tell each group that they can use many different ways of addressing their questions but they must produce visual representations such as maps, pictures, drawings, primary sources such as journals. Students may wish to create these themselves, find visual representations on-line or locate graphics from other resources, as directed by the teacher. The *Jamestown Geography- Period Images* are available for students.

Step 7: Once the deadline for work has arrived, have each group leader report briefly to the class, showing examples of work from the group. Each group should create a label for their assigned theme with large letters to go on the bulletin board over their work.

Summary Activity:

Place students' work on the bulletin board with the labels for each of the five themes prominently placed over their work.

Lesson plan materials made possible by Archibald Andrews Marks.

Objective:

Students will analyze information about the Jamestown settlers in order to determine what goods might be essential for the trip to Jamestown

Materials Needed for Activity:

[Packing for Jamestown Activity Sheet](#)

[Bartering for Goods - Period Quotes](#)

[Trading with the Powhatans - Period Image](#)

Teacher Background:

There are very few detailed records of supplies for the earliest voyages to Jamestown. Therefore, historians have looked to later voyages, such as those in 1620 and 1622, in order to find any detailed lists of cargo. Among these were weapons (light armor, muskets, swords), tools (axes, saws, hammers, nails), utensils (dishes, iron kettles, pans), spices (sugar, pepper, ginger), food (salted pork and beef, peas, wheat, oatmeal), garden seeds (carrots, lettuce, garlic), clothing and miscellaneous items (lanterns, candles, and books). The very first settlers to arrive planned to barter with the native peoples for food; therefore, they must have brought items with them that they surmised would be items the Powhatans would desire. This lesson builds on student knowledge of the Powhatan and English cultures. The ***Cultures at Jamestown*** background essay provides information on these cultures.

Procedure:

After studying and discussing the settlement of Jamestown, have students pretend they are preparing for their trip to Jamestown. Students will determine what they would need to pack if they were offered the opportunity to join the colony. These items would include personal items, as well as things to trade.

Step 1: Divide class into small groups of no more than five to a group. Pass out the ***Packing for Jamestown Activity Sheet***. Ask students to consider the following questions as they discuss what they should pack: Based on what I have heard about the Jamestown colony, what personal items do I wish to take? What items are absolutely necessary for me to have? Remind students that it could be many months before a supply ship returns to Jamestown.

Step 2: Remind students that while we do not know the exact amount of space colonists had on board ship for personal belongings, we do know that space was limited as the ships were not very large. Have students consider the following before deciding what to pack: They will have a trunk for their personal items which can be no larger than 12 inches wide, 10 inches deep and 2 feet long. It should have a lock to keep it closed even if the ship may be in turbulent weather and the trunk turns upside down! It must have a handle for carrying on and off the ship. Have students make a list of personal items and draw them and their trunk on the ***Packing for Jamestown Activity Sheet***.

Step 3: Once the students arrive in the colony, there will be other things that they need. They may be able to trade with the Powhatans. What do the Powhatans have that they might need or want? Have students make a list. Next, have the students consider what kinds of things the Powhatans would most like to have? What items might they bring with them to trade with the Indians?

For trade items, we know the English used casks and crates for larger items. The students may bring larger items to trade than they could bring for their personal use. Have student draw these items on the ***Packing for Jamestown Activity Sheet***.

Summary Activity:

Have students share their lists and pictures with the class. Hang their pictures on the bulletin board.

Pass out the ***Trading with the Powhatans – Period Image***, showing the English trading with the Powhatans. Have students identify the items being exchanged. Compare the items they selected for trade with the ones shown in the period graphics. Pass out the ***Bartering for Goods – Period Quotes***. Have students read the quotes and compare the items they selected with the ones the colonists traded. Summarize the lesson by reminding students the English relied on trade with the Powhatans to survive. They also traded for items that could be sent back to England for money. The English had many items that the Powhatans wanted. Over time, these items would change the clothes they wore, the tools they used and other aspects of their culture.

Other Helpful Resources:

[Cultures at Jamestown – Essay](#)

Lesson plan materials made possible by Archibald Andrews Marks.