

FLCHE-TPS Lesson 8 Grade 5

The Smith Map of Virginia

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> Early settlers met and mingled with Native Americans. Early explorers helped to create maps of the land they settled. Cartographers make maps using symbols, keys, and scales.	
<u>Essential Questions:</u> What was Virginia like through the eyes of John Smith?	
<u>Vocabulary/Targeted Skills: (see attached)</u> John Smith Powhatan Susquehannock	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will understand early America, 17th century, by writing a paragraph, after studying a map of Virginia.	
<u>Lesson title:</u> The Smith Map of Virginia	<u>Time:</u> 1-2 days (30-40 min each)
<u>Standard(s):</u> <u>Florida Social Studies Standards</u> SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America. SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment. SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. <u>Language Arts Florida Standards</u> LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
<u>Content Purpose:</u> Students will use a historical map to identify 17th century Virginia, including native tribes.	
<u>Assessment/Evaluation (for this lesson):</u> Students will write a paragraph about the early Virginia answering the following essential question: <i>What was Virginia like through the eyes of John Smith?</i>	
<u>Reading Materials/Primary Source links:</u> Virginia- contributors: John Smith & William Hole http://hdl.loc.gov/loc.gmd/g3880.ct000377	

Smith Map vs. Modern Map <https://www.nps.gov/cajo/smith-map-vs-modern-map.htm>

Smith Maps- National Park Service <https://www.nps.gov/cajo/learn/smith-maps.htm>

LOC Analysis Tools <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Suggested Procedures:

1. Teacher may want to review the importance of exploration and cartographers using the video *A Brief History of Cartography and Maps* <https://youtu.be/fLdvInDrQ2c>.
2. Give each student one of the parts of the Smith Map for them to study (provide magnifying glasses if available).
3. Tell students they are going to be “playing detective” by trying to figure out what each clue is a part of. Using the *Teacher’s Guide Analyzing Maps* http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf to guide students, ask them questions. Write their answers on the board for all students to see, having a class discussion about the clues.
4. After an in-depth discussion about the clues, reveal to the students the entire Smith Map, using the zoom feature to investigate the map further- *Virginia- contributors: John Smith & William Hole* <http://hdl.loc.gov/loc.gmd/g3880.ct000377>.
5. Go over the vocabulary terms with the students, pointing out the parts of the map that relate to each term. (terms and definitions attached, need to be modified for students reading level)
6. Provide each student with a copy of the *Smith Map article*, and read it as a class. Have students find correlations between the article and the map.. (For example: Crosses on Smith’s Map)
7. Project “Smith Map vs. Modern Map” on the board, showing students just how accurate Smith’s map from 1606 was compared to a map of the area today. Point out how there are some of the same names of places on the Smith map that are used today.
8. Finally, have students write a paragraph, using evidence from the primary and secondary sources they studied, answering the essential question: *What was Virginia like through the eyes of John Smith?*


Extensions:


Have students research one of the Native American tribes found on the Smith Map.

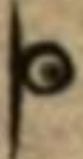
Have students research the real story of John Smith and Pocahontas

<https://www.nps.gov/jame/learn/historyculture/pocahontas-her-life-and-legend.htm>.

Signification of these markes,

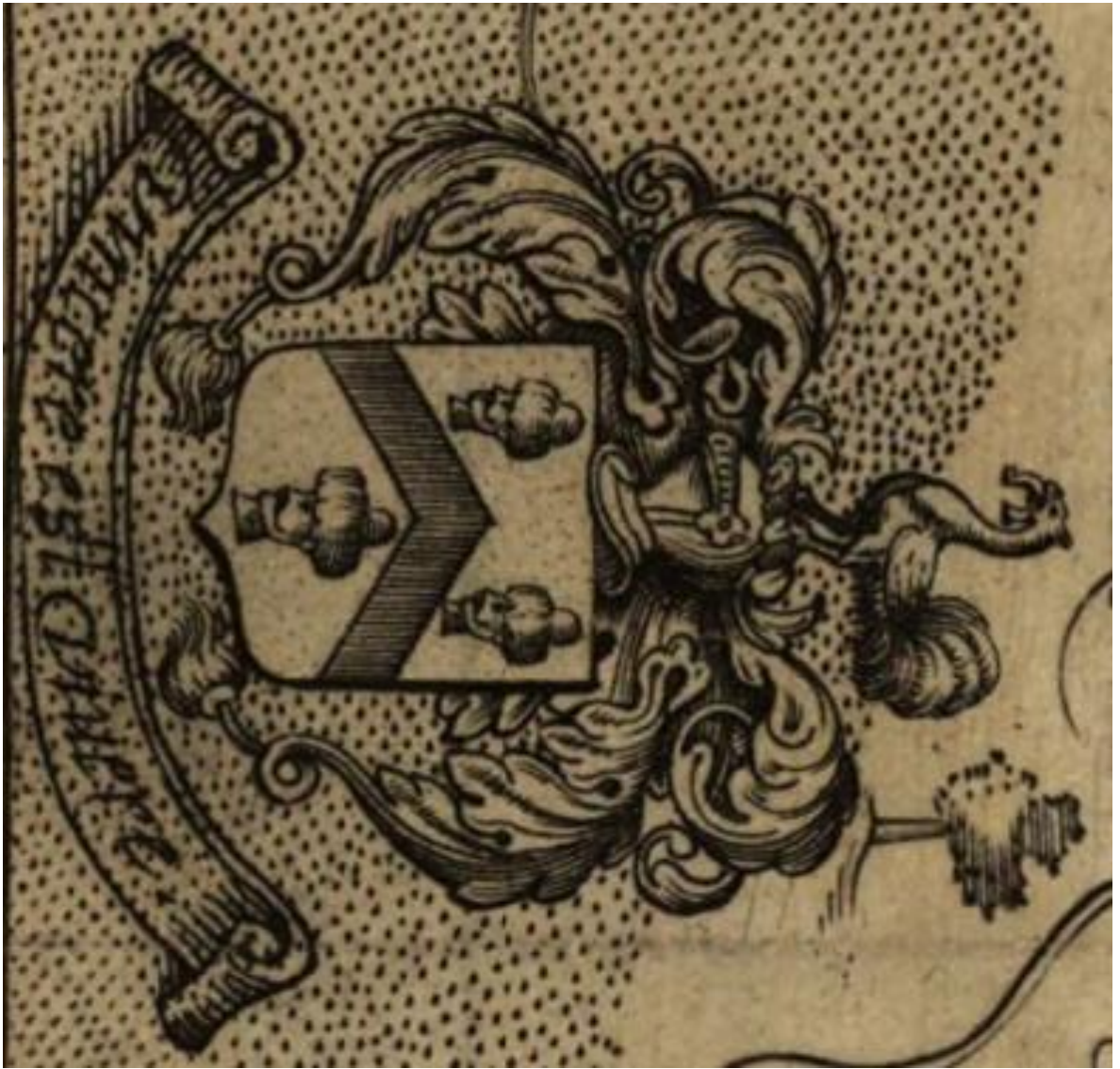
To the crosses hath bin discoverd
what beyond is by relation 

Kings howses 

Ordinary howses 

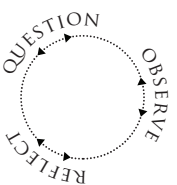








TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Ask students to identify and note details.

Sample Questions:

- Describe what you see. • What do you notice first?
- What size and shape is the map? • What graphical elements do you see? • What on the map looks strange or unfamiliar? • Describe anything that looks like it does not belong on a map. • What place or places does the map show? • What, if any, words do you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

- Why do you think this map was made? • Who do you think the audience was for this map? • How do you think this map was made? • How does it compare to current maps of this place? • What does this map tell you about what the people who made it knew and what they didn't? • If this map was made today, what would be different? • What would be the same?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas: **Beginning** Have students write a brief description of the map in their own words.

Intermediate Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

Advanced Search for maps of a city or state from different time periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to <http://www.loc.gov/teachers>

Smith Map Lesson Vocabulary

Teacher will need to modify these definitions depending on reading level of students.

John Smith- Smith became actively involved with plans by the Virginia Company to colonize Virginia for profit. Smith ... set sail December 20, 1606... other colony leaders opened orders from the Virginia Company and discovered Smith was to be on the governing council. The colony struggled to feed itself, and Smith proved skillful at securing food from the Virginia Indians. He was exploring the Chickahominy River region in December 1607 when he was captured by Chief Powhatan's men. Smith's first meeting with Chief Powhatan, the supreme leader in the Chesapeake region, was eventful, but historians have cast doubt on whether the captain's life was really saved by Powhatan's favorite daughter, Pocahontas, as Smith reported years later. What is known is that Powhatan released Smith, and the ongoing rise and fall of the relationship between Smith and Powhatan determined many of the early successes and challenges of Jamestown.

Powhatan- ...the supreme leader in the Chesapeake... He (Smith) was exploring the Chickahominy River region in December 1607 when he was captured by Chief Powhatan's men. Smith's first meeting with Chief Powhatan, the supreme leader in the Chesapeake region, was eventful, but historians have cast doubt on whether the captain's life was really saved by Powhatan's favorite daughter, Pocahontas, as Smith reported years later. What is known is that Powhatan released Smith, and the ongoing rise and fall of the relationship between Smith and Powhatan determined many of the early successes and challenges of Jamestown.

Susquehannock- When John Smith arrived in 1608 he described the Susquehannocks as wearing bear and wolf skins, and carrying bows, arrows and clubs. In their most typical form, the Susquehannocks were farmers who grew large crops of corn, beans and squash along the fertile flood plains of the river. They also worked as gatherers and hunters, collecting wild-plant foods, seeds, nuts, insects, reptiles, mollusks, fish, birds, and mammals. Tribes lived in fortified cities, which were composed of sixty to eighty foot long, bark-covered longhouses and several families, who were all related to one another via matrilineal lines of descent, lived in each long house. Like many Native Americans, the Susquehannock social organization was centered almost entirely about female ancestry. Treaties between the Susquehannocks and the whites nearly always recorded nation or family affiliations via the mother's ancestors.

"John Smith." *Historic Jamestowne*, Jamestown Rediscovery, 8 Sept. 2019, <https://historicjamestowne.org/history/pocahontas/john-smith/>.

"Susquehannock Indians." *Susquehannock Indians*, The Bucknell Environmental Center, 8 Sept. 2019, http://www.departments.bucknell.edu/environmental_center/sunbury/website/HistoryofSusquehannockIndians.shtml.

Smith Maps

Captain John Smith created the first detailed map of the Chesapeake Region. His masterpiece map of Virginia, published in 1612, remained in active use for seven decades and opened this part of North America to European exploration, settlement, and trade. The geographical accuracy is astounding given that Smith traveled about 2,500 miles in a series of short expeditions and had only primitive mapmaking tools to work with.

Smith's map, first published in England in 1612, was the primary map of the Chesapeake region used by colonists for nearly a century.

Smith's map records not only the geographic features of the Chesapeake, but also its cultural aspects, including more than 200 Indian towns. Many of the place names remain in use today. Together with his journals, Captain John Smith's map provides an unparalleled record of what the Chesapeake was like four centuries ago.

Why Make the Maps?

John Smith's mission in undertaking his 1607-09 Chesapeake voyages was to explore the region, find riches, and locate a navigable route to the Pacific. Making maps and claiming land for England was fundamental to his goals, the Jamestown Colony, and the Virginia Company of London.

What Does Captain John Smith's Map show?

- The first detailed map of the Chesapeake Bay and what is now Virginia, Maryland, Delaware, Pennsylvania, and Washington D.C.
- The shoreline, rivers, tributaries, bays, and islands he visited on his voyages.
- More than 200 Indian towns and their names.
- Illustrations of Powhatan, a paramount Chief, and of a Susquehannock Indian described as the "goodliest man we ever beheld."
- Culmination of 20 separate trips during Smith's stay in Virginia.



A costumed interpreter at Historic St. Mary's City demonstrates use of a quadrant for estimating latitude. (Photo @ Kent Mountford)

How Did He Create the Map?

As they sailed, Smith and his crew wrote notes, made sketches, and used a compass, quadrant and various other pieces of equipment to record locations. They also gathered information from Indians they met along the way. Smith compiled the information in Jamestown in 1608 and sent an early map back to England. This first map ultimately fell into Spanish hands and became known as the "Zuñiga Map." In the 1600's, determining exact geographic locations was difficult because of primitive navigational devices. Smith probably used a compass in conjunction with a speed measuring device, possibly a chip log, to see how far they had traveled from a given point. Latitude was estimated with a quadrant but there was as yet no way to determine longitude. Three years after Smith returned to England in 1609, he prepared and published the definitive version of his map in 1612. Some scholars question whether the

differences between Smith's 1612 map and the 1608 version credited to Zuñiga are corrections or are embellishments made by Smith working from memory several years after the fact.

Mapmaking and the Indians

Smith gathered considerable information for his map from the Indians he met on his voyages. He appears to have had an unusual ability to build relationships with them despite the completely different cultural mindsets of Europeans and American Indians. Smith learned some of the local Algonquian language during 1607 and could converse with many of the people he met. The map contains illustrations of Powhatan's council and of a powerful Susquehannock Indian. It also records more than 200 Indian towns, spelling out their place names phonetically. Many of these names remain in use today.

Crosses on Smith's Map

John Smith was careful to distinguish between places he had seen and those he learned about from the Native Americans. On his map, he used cross symbols to indicate the boundaries of the areas he had seen for himself. He gave this explanation of the crosses shown on the 1612 map: "...in which map observe this: that as far as you see the little crosses on rivers, mountains, or other places, have been discovered; the rest was had by information of the savages, and are set down according to their instructions. Smith's 1612 map shows 27 crosses. Can you find all 27?"

Did you know?

- The date on Smith's map is 1606, which is before the start of his earliest explorations of Virginia and the Chesapeake Bay in 1607.
- North is not at the top of the map as is the norm today, but to the right. Captain Smith drew the map from the perspective of a ship coming from the Atlantic.
- A league - the scale used - equals 3 miles

<https://www.nps.gov/cajo/learn/smith-maps.htm>