

Title: John Smith's 2nd Voyage Exploring the Chesapeake Bay

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Grade Level: 4/5

Duration: 2 class periods

VSC:

Geography Grade 4:

- 3.A.1 Use geographic tools to locate places and describe the human and physical characteristics of those places
- c. Use photographs, maps, charts, graphs and atlases to describe geographic characteristics of Maryland and the United States

Geography Grade 5:

- 3.A.1 Use geographic tools to locate places and describe human and physical characteristics in colonial America
- c.. Use photographs, maps, and drawings to describe geographic characteristics

Social Studies Skills and Processes

- 6.D.1 Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
- c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories

Objectives:

Students will be able to:

- interpret a primary source, John Smith's map and excerpts from his journal.
- identify places on a map that show John Smith's route.
- identify geographic characteristics seen by John Smith on his second voyage of the Chesapeake Bay

Vocabulary: Names on the left are taken from Smith's map. Modern names are on the right.

flu	river
Powhatan flu	James River
Bolus flu	Patapsco River
Poynt comfort	Point Comfort
Patawomeck flu	Potomac River
Pawtuxunt flu	Patuxent River
Tockwogh flu	Sasfrass River
Sasquesahanough flu	Susquehanna River
Rickards cliffes	Calvert Cliffs
Symths fales	Conowingo Dam
Gunters Harbour	North East River

Materials:**Teacher:**

“A Powhatan Village” make a transparency

Students:

- “Virginia” John Smith’s Map - 1 for each group of four students. Have students construct maps before lesson begins or use “Chesapeake Bay in John Smith’s Time” (National Geographic Society)
- “John Smith’s Second Voyage up the Chesapeake Bay Journal Excerpts” - 1 set for each group of 4 students
- “River and Place Names” - 1 for each group of 4 students
- “Match Photographs to Journal Entries” - 1 for each group of 4 students or make a transparency
- “What Do You Know About Smith’s Second Voyage?” - 1 for each student

Teacher Background:

In the summer of 1608, John Smith made two voyages from Jamestown to explore the Chesapeake Bay and its tributaries. Smith documented the geographic characteristics of the region and his encounters with the Native People. He wrote *The Generall Historie of Virginia, New England & the Summer Isles* and made a map of the Chesapeake Bay region using this information.

Students must understand “geographic characteristics” to complete the activities in this lesson. Each place has distinctive characteristics that distinguishes it from other places. This lesson contains information about the geographic characteristics of the Chesapeake Bay in 1608. Geographic characteristics are divided into two categories: physical characteristics and human characteristics.

Physical characteristics describe the natural environment of the place. They include:

- physical features - landforms and bodies of waters
- weather and climate - the short term conditions of the atmosphere determined by variables such as temperature, wind, moisture, and pressure. Climate is the average temperature and rainfall for a particular place over hundreds of years.
- soil - the thin layer of material on the Earth’s surface. Sand, silt, and clay are the basic types of soil.
- minerals - naturally occurring, nonliving solids with a characteristic crystal, structure and definite chemical makeup.
- vegetation- four types: forest, grassland, tundra and desert. Climate affects the vegetation of a place.
- animal life - all the large and small animals that live on Earth.

Human characteristics describe the people of the place (past and present), their languages, religions, economic activities, political systems, population distribution, and modifications of the environment.

Human characteristics include:

- human-made features - modifications people have made to land (for example: buildings, bridges, tunnels, railroad tracks, dams, monuments, piers, cultivated

land)

- language - a way of communication with words, symbols, signs, or gestures that are used and understood by a group of people.
- religion - a set of beliefs and practices relating to a god or gods and generally agreed upon by a number of people.
- political system - how people develop and change structures of power, authority and government.
- economic activities - how people make a living in a place
- population distribution - the pattern of the number of people who live in a place.

Lesson Development:

Review/Motivation:

1. Show students “A Powhatan Village” transparency and ask them to describe what they see and what is happening in the photographs. Have students identify the geographic characteristics they see in the photographs. (*vegetation - trees, forest, plants; animal life - fish; human-made features - garden, shelter, dancing faces poles*) Explain that this is a re-created village similar to the one John Smith and his men saw upon their arrival in Jamestown. All along the Chesapeake Bay region Native Peoples lived in villages that often included shelters, gardens, storehouses, and a dance circle used for religious and social ceremonies. Rivers, streams, forests, and agricultural fields supplied food and resources for making tools, clothing, weapons, and other basic items. Native Peoples used the natural environment to provide the necessities of life.

2. Divide students into groups of four and give each group a copy of “Virginia” (John Smith’s Map). Tell students that during the summer of 1608, John Smith made two voyages from Jamestown to explore the Chesapeake Bay. The Virginia Company instructed Smith and his crew to find minerals, explore the region and look for a “Northwest Passage” to the Pacific Ocean. Explain to students that they will be learning about John Smith’s second voyage to explore the Chesapeake Bay. Have students look at the map and find the square boxes containing numbers. These boxes show the route he explored on his second voyage. Ask, “Why didn’t Smith find the Northwest Passage? (*Smith was exploring Chesapeake Bay which is a small part of the Atlantic ocean that is partly surrounded by land.*)

3. Give each group of students the handout “John Smith’s Second Voyage up the Chesapeake Bay Journal Excerpts.” Tell them to read and discuss the information and to find the letter on the map that identifies the location of places he visited. Letters for the first voyage are found in circles.

Answer Key:

Jamestowne	P	Smyths fales	E
Powhatan flu	H	Sasquesahanough village	L
Kecoughtan village	O	Pergryns mount	K
Stingra[y] Ile	G	Bornes poynt	A
Patawomeck flu	B	Pawtuxunt village	T
Pawtuxunt flu	Q	Acquintanasuck village	S
Bolus flu	M	Pissaseck village	F
Gunters Harbour	D	Mahaskahod village	U
Sasquesahanough flu	R	Payankatank flu	N
Tockwogh village	C		

Assessment:

1. Give each student a copy of “What Do You Know About Smith’s 2nd Voyage?” Explain that John Smith’s map and journal provided useful information about geographic characteristics of the Chesapeake Bay. Tell them to use his map and journal information from his second voyage journal to write a paragraph that explains how Smith saw the Native Peoples using the geographic characteristics for their life necessities.

2. Discuss answers:

1 - lakes

2 - snow

3 - manufacturing

4 - churches

5 - village

6 - prairie dogs

7 - cacti

8 - Navajo

9. blizzards

3. Have students look at the photographs again discuss how Native Peoples used the natural environment to provide the necessities of life.

Conclusion:

1. Give each group “River and Place Names” and “Match Photographs to Journal Entries” or make a transparency and display it. Tell students to highlight the following dates on the “John Smith’s Second Voyage up the Chesapeake Bay - July 24, July 25-26, July 28, July 29, August 1, August 3 - 4, August 5 - 6, August 7, August 9, and August 19 - 31. Have students reread these entries and match them to one of the photographs.

2. Discuss answers and photographs with the students.

A - July 28 - Patowomeck flu - Potomac River

B - August - 5 - 6 - trade for furs

C - July 24 - Powhatan flu - James River

D - August 19 - 31 - places a cross near Mahaskahod village

E - August 9 - crosses Bay

F - August 7 - calling upon the sun god

G - August 3 - 4 - searches for minerals

H - July 25 - 26 - Kecoughtan village

I - August 1 - brass and furs

J - July 29 - Bolus flu - Patapsco River

Name _____ Date _____

John Smith's Second Voyage up the Chesapeake Bay

Read and discuss the information and find the letter on the map that identifies the location of places Smith and his crew visited. Letters for second voyage are found in squares.

John Smith kept a detailed journal of his voyages on the Chesapeake Bay. Below are excerpts taken from an interpretation of his writing by Edward Wright Haile, Jamestown Narratives. Some places listed are not found on the Smith's Map of the Chesapeake Bay. The places identified on his map are bolded and in italics. Look only for these places on Smith's map.

July 24, 1608

John Smith and his crew leave ***Jamestowne*** _____ and sail down the ***Powhatan flu.*** _____

July 25 - 26, 1608

Winds from the east and northeast make sailing north very difficult. Smith and his crew stay at the ***Kecoughtan village.*** _____ The Kecoughtans are convinced that Smith is heading north to assault their enemies, the Massawomecks.

July 27, 1608

Winds are from the west, and Smith heads up the Bay to ***Stingray Isle*** _____ near the mouth of the Toppahanock flu.

July 28, 1608

Crosses the mouth of ***Patawomeck flu*** _____ and ***Pawtuxunt flu.*** _____

July 29, 1608

Brisk winds from the south make it possible to reach Bodkin's Point at the mouth of the ***Bolus flu.*** _____

July 30, 1608

Explores to the northeast and finds that the Bay divides into four: the Tockwogh flu, Elk flu, Gunters Harbour and Sasquesahanough flu.

July 31, 1608

Walks six miles up ***Gunters Harbour*** _____ to where it divides into two tributaries and places a cross to claim the head of the Bay for England. Discovers true source of the Bay to be the ***Sasquesahanough flu.*** _____ Meets with Massawomecks and trades fish, venison, bear meat, bearskins, bows, arrows, and warclubs.

August 1, 1608

Cliffs make sailing up the Tockwogh flu difficult and winds are unreliable.

Comes to a **Tockwogh village** _____ and observes that they have iron cutting tools and brass. Tools and brass came from Sasquesahanough living above the falls of the Sasquesahanough flu. Smith asks two Tockwoghs who speak Sasquesahanough to join them.

August 2, 1608

Sails down Tockwogh flu to the mouth of the Sasquesahanough flu. Sails up the flu to **Smyths fales** _____ and plants a cross. Two Tockwoghs travel over land for 20 miles to **Sasquesahanough village** _____ to persuade their leader to come and meet with Smith.

August 3 - 4, 1608

Waiting for the Tockwoghs to return, Smith sails down Sasquesahanough flu, passes Gunters Harbour and sails farther east to explore the Elk River. Walks 8 miles searching for minerals and plants another cross near **Pergryns mount** _____.

August 5 - 6, 1608

Sails back to Smyths fales and waits for the two Tockwoghs to return from the Sasquesahanough's village. Two Tockwoghs return with 60 Sasquesahanough and canoes containing presents and trading goods: furs, venison, tobacco pipes, baskets, bows and arrows. Five Sasquesahanough leaders come aboard Smith's barge. Sail to Tockwogh village where feasting takes place.

August 7, 1608

Smith and his crew pray morning prayers and chant Old Testament psalms. Sasquesahanough reciprocate with a song of their own calling upon the sun god to bless Smith. Smith receives many items and is made their “governor” in exchange for his protection against the Massawomecks.

August 8, 1608

Leaves the Tockwogh village and heads down the Bay where flood tides slow the barge.

August 9, 1608

Sails east near **Bornes poynt** . _____ Crosses the Bay and reaches the mouth of the Pawtuxent flu.

August 10 - 11, 1608

Along the eastern shore of the Pawtuxent flu they see two villages and establish trade

and friendship with the **Pawtuxunts**. _____ Smith takes a Pawtuxunt guide on board and sails along the eastern shore of the flu for ten miles. They see a series of villages.

August 12, 1608

Trades and feasts with the chief of the **Acquintanacsuck village** _____ and then return the Pawtuxunt guide to his village.

August 13 - 17, 1608

Weather permits sailing down the Pawtuxunt flu. Sails across the mouth of the Patawomeck flu to the Toppahanock flu. Explores the Toppahannock flu learning about the people, their politics and feasting.

August 18, 1608

Continues on the Toppahanock flu along the southern shore to avoid hostile encounters with the Rappahannocks. Spends the night on the northern shore of the Toppahanock flu at the **Pissaseck village**. _____

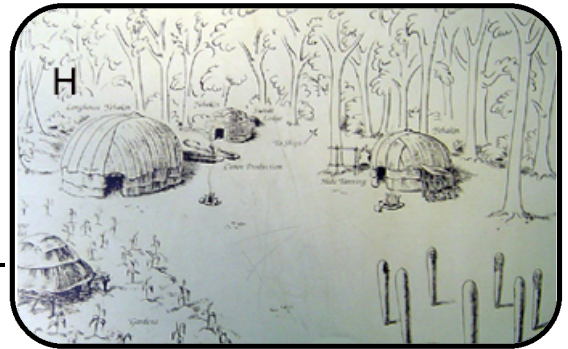
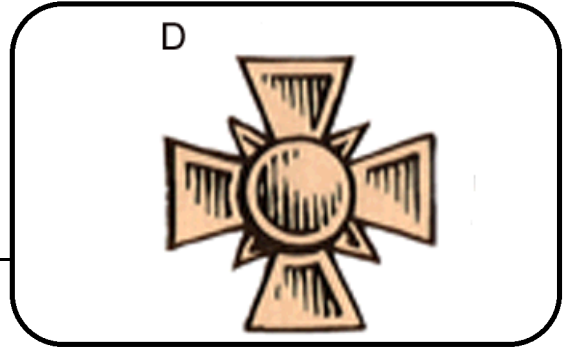
August 19 - 31, 1608

Continues to explore the Toppahanock flu and places a cross near the **Mahaskahod vil - lage** _____ before sailing down the Toppahanock flu.

September 1 - 7, 1608

Explores the **Payankatank flu**. _____ Begins long voyage back to Jamestowne. Northwesterly winds against them and lack of a breeze makes the trip difficult.

Match Photographs to Journal Entries





A Powhatan Village



River and Place Names

Names on the left are taken from Smith's map. Modern names are on the right.

Smith's Map

Modern Names

Powhatan flu

James River

Bolus flu

Patapsco River

Poynt comfort

Point Comfort

Patawomeck flu

Potomac River

Pawtuxunt flu

Patuxent River

Tockwogh flu

Sasfrass River

Sasquesahanough flu

Susquehanna River

Rickards cliffes

Calvert Cliffs

Symths fales

Conowingo Dam

Gunters Harbour

North East River

What Do You Know About Smith's Second Voyage?

Name _____ Date _____

Use what you know and have learned about Smith's second voyage and the Chesapeake Bay region to find and circle the **incorrect response**.



1. John Smith saw the following physical features:
rivers lakes bay waterfall
2. Smith and his crew experienced the following weather:
rain snow wind sun
3. Economic activities that existed in the 1608 in the Chesapeake Bay region included:
fishing trading hunting manufacturing
4. Human-made features that Smith and his crew saw were:
shelters gardens churches dance poles
5. Other physical features seen by Smith and his crew included:
island mouth of river harbor village
6. Animal life that Smith and his crew might have seen:
prairie dogs bears stingray deer
7. Vegetation that Smith and his crew saw:
trees cacti corn plants marsh grasses
8. Native Peoples Smith and his crew encountered on their journey:
Navajo Powhatan Patuxunts Kecoughtans
- 9 - 10. John Smith's map and journal provided useful information about geographic characteristics of the Chesapeake Bay. Use his map and journal information from his second voyage journal to write a paragraph that explains how Smith saw the Native Peoples using the geographic characteristics for their life necessities.
