

Title: Maryland's Chesapeake Bay Landscape Long Ago and Today

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Grade Level: 4 - 5

Class Periods/Duration: 2 class periods

VSC Standards/Indicators:

Geography

Grade 4:

3.A.1 Using Geographic Tools

1. Use geographic tools to locate places and describe the human and physical characteristics of those places
- b. Describe geographic characteristics of Maryland/United States using resources, such as photographs, maps, charts, graphs and atlases

3. B.2 Geographic Characteristics of Places and Regions

1. Describe similarities and differences of regions by using geographic characteristics
- c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work

Grade 5:

A. Using Geographic Tools

1. Use geographic tools to locate places and describe human and physical characteristics in colonial America
 - d. Compare geographic locations and geographic characteristics of colonial settlements, such as, Jamestown, Plymouth, Boston, Philadelphia, Charleston, and New York City B
- Geographic Characteristics of Places and Regions

B. Geographic Characteristics of Places and Regions

1. Examine the similarities and differences of regions in colonial America
- b. Describe how geographic characteristics of a place or region changed from early settlements through the colonial period

Social Studies Skills and Processes

D. Acquire Social Studies Information

1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
- a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites
- 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

F. Analyze Social Studies Information

1. Interpret information from primary and secondary sources
- a. Interpret information in maps, charts and graphs

Objectives:

Students will be able to:

- read a primary source and use it to identify the physical characteristics of Maryland's Chesapeake

Bay region in the 1600s.

- identify ways people have modified the natural environment.
- compare and contrast the landscape existing at the time of the settlement of Maryland with that of today.

Vocabulary:

commodity - something useful

landscape - land that can be seen in one glance

geographic characteristics - Each place has distinctive characteristics that distinguishes it from other places. 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 the natural environment (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.

Materials:

Teacher: "Maryland as Father White Saw It in 1634" - make a transparency or 1 copy for each group of 4 students
"Satellite Image of Baltimore City" - make a transparency or 1 copy for each group of 4 students

Students: “The Commodities which this Country affords naturally” -1 copy for each student
“Chesapeake Bay Region Today” - 1 copy for each student or make a transparency
“How the Chesapeake Bay Region Changed” - 1 copy for each student
“Putting the Pieces Together” - 1 for each student

Teacher Background: The primary source used in this lesson is an excerpt from “A Relation of Maryland” in Narratives of Early Maryland (New York, 1910, pp. 79-80). The article is an account of the Chesapeake Bay region as seen by Father Andrew White in 1634..

Primary sources help students develop knowledge, skills, and analytical abilities. By working with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.

A primary source is first hand evidence. It was there at the time of an event. It is contemporary to the period being studied. Primary sources are actual records that have survived from the past, such as letters, photographs, maps. When analyzing primary sources, consider the type of primary source under study. Different primary sources were created for different reasons. Questions to ask:

- Who created the source and why?
- Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?

The land on which Maryland was established came from a tract of land originally belonging to Virginia. The First Lord Baltimore, George Calvert, wanted land with climate that was similar to that of England. He advertised for people to move to his new land using information from the journal of John Smith who had explored the region in 1607 - 1608.

Early English development of the Chesapeake Bay region relied on men like John Smith who charted the Bay and its landscape in search for what was immediately exploitable. Proximity to navigable water provided access to vital trade connections, especially with British merchants about to purchase tobacco and other products of Bay plantations. Geography played a crucial role in determining the patterns of settlement for both the Native Americans and the English. Early sites often developed along major waterways or at strategic points.

To avoid problems that Jamestown and Plymouth had, Calvert spent a year preparing for the journey to Maryland. The *Ark and Dove* sailed from England in winter and arrived in Maryland in the spring in time for planting crops for survival. Sailing into the Chesapeake Bay Father Andrew White who accompanied Calvert wrote: “the baye is the most delightful water I ever saw between tow sweet landes.”

The population in Maryland increased from the first 140 English colonists in 1634 to approximately 600 in 1640. There was no census in the 17th century and many records were lost over time. Family names, court records, and land titles were used to estimate the number of people living in Maryland during this time. The best estimate for the time period 1634 to 1681 is somewhere between 26,500 to 31,000 colonists. The most recent census (estimated 2003) has 5,508,909 people living in Maryland. This lesson was developed to have students think about how the Chesapeake Bay region has changed since the time John Smith and Father Andrew White arrived.

Lesson Development:

1. Display transparency, “Maryland as Father White Saw it in 1634.” Read and discuss it. Explain that this is a primary source and ask: “Who created the source and why?” (*Father Andrew White’s description of Maryland upon arriving in Maryland.*)
“Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?” (*Firsthand knowledge*)
2. Have students verbally identify the physical characteristics that Father White described.
physical features: springs
soil: black soil on top and reddish soil a foot below
vegetation: strawberries, raspberries, mulberries, oak trees, walnut trees, sassafras trees,
animal life: eagles, swans, herons, geese, bitterns, ducks, partridges
3. Divide students into groups of four and tell them that they will be examining another primary source document. Give each group a copy of “The Commodities which this Countrey affords naturally” and read it aloud. Ask students to explain why this is called a primary source. *A primary source is a document or other sort of evidence written or created during the time under study. Primary sources offer an inside view of a particular event.* Ask: What was this document describing? *Chesapeake Bay in 1630s.*
4. Reread aloud “The Commodities which this Countrey affords naturally.” Then, have students highlight the physical characteristics that Father White identified. Highlight physical features, underline vegetation and circle animal life. Have students identify the characteristics by categories and ask students why they think some of the animals and vegetation seen by Smith are no longer living here.
physical features - river, Chesapeake Bay, Delaware Bay, sea
vegetation - forest, white oak trees, red oak trees, walnut trees, cedar trees, pine trees, cypress trees, chestnut trees, elm trees, ash trees, poplar trees, mulberries, persimons, plum trees, vines, strawberries, raspberries, maracocks, herbs, violets, sorrell, purslane
animal life - pigs, buffalo, elk, lions, bears, wolves, deer, beavers, foxes, otters, eagles, goshawks, falcons, lanners, sparrow-hawks, merlins, turkeys, partridges, black - birds, thrushes, swans, cranes, geese, herons, ducks, teals, widgeons, brants, pigeons, whales, sturgeons, grampuses, porpuses, mullets, trouts, soles, place, mackerels, perch, crabs, oysters, cockles, mussels, string ray
5. Tell students the development of the Chesapeake region relied on men like John Smith and his crew who mapped the Bay and its environment in search of natural resources. Ask students how this happened. *Mapping provided useful information about the Bay and its physical characteristics and resources. Geography played an important role in determining the pattern of settlement as it had with the Native Americans. Navigable water provided access to vital trade connection especially with British merchants. Having this information made people wanting to leave England eager to come to a land that had so many natural commodities.*
Ask students how the region that Smith, his crew and Father White saw has changed over time. Discuss the consequences of the modification to the land.
6. Show students a transparency “Satellite Image - Baltimore, MD.” Explain that this image was taken from space. Ask students if they have ever seen other satellite image? Remind them that the daily

weather reports on TV use satellite image. Have them identify what they see in the image. (*roads, bridges, marina, buildings parking lots, Patapsco River*)

6. Explain that water is the most precious natural resource that exists on our planet. It is essential for everything on our planet to grow and prosper. Although we recognize this fact, we disregard it by polluting our streams, creeks, rivers, bays, and oceans. We are slowly but surely harming our planet. In order to combat pollution, we must understand the problems and become part of the solution. Show students a transparency “Satellite Image - Baltimore, MD.” Explain that this image was taken from space. Ask students if they have ever seen other satellite images? Remind them that the daily weather reports on TV use satellite images. Have them identify what they see in the image. (*roads, bridges, marina, buildings parking lots, Patapsco River*)
7. Ask students if this is what John Smith saw when he explored the Patapsco River which was called the “Bolos flu” at the time of his exploration. How has the region changed in the last 400 years? Discuss consequences of changes to the natural environment. Explain that water is the most precious natural resource that exists on our planet. It is essential for everything on our planet to grow and prosper. Although we recognize this fact, we disregard it by polluting our streams, creeks, rivers, bays, and oceans. We are slowly but surely harming our planet. In order to combat pollution, we must understand the problems and become part of the solution.

Assessment:

1. Show students the transparency, “Chesapeake Bay Region Today” and give each student the handout “How the Chesapeake Bay Region Changed.” Tell them to use the photographs and what they have learned to complete the chart and write a paragraph that describes Maryland today.
2. Discuss photographs and answers with students.

Answer Key:

- Photograph 1 - marina for sailboats; purpose - recreation; consequences - piers and buildings built to accommodate boaters
- Photograph 2 - Concord Point Lighthouse; purpose to guide ships at night and during bad weather; consequences - land cleared of forest, runoff can occur harm river
- Photograph 3 - railroad tracks and old grain elevator in Baltimore City; purpose - brought grain from farms to Baltimore for distribution to other places; consequences - forest cleared, air pollution from trains and grain elevator and runoff occurs in rivers and streams
- Photograph 4 - clearing land for houses; purpose - provide shelters for people; consequences - land cleared of vegetation, runoff of water into storm drains, traffic congestion
- Photograph 5 - farm and grain elevators; purpose - provide food for people and animals; consequences - loss of forest, fertilizer, soil, runoff plowed fields into rivers and streams
- Photograph 6 - port of Baltimore - eroded river banks when it rains; pollutants in water

Closure:

1. Distribute the handout, “Putting the Pieces Together” to each student. Instruct students to draw a line down the middle of the puzzle widthwise and to write “Then” on the left side of the puzzle and “Now” on the right side.
2. Tell students that they are to draw two pictures on the puzzle pieces. One picture will illustrate physical characteristics of Maryland in the early 1600s and the second will show ways people have modified the natural environment and what it looks like today.

3. Have students cut out the puzzle pieces. Next, instruct students to give their puzzle pieces to another classmate. Have students put the pieces together and explain to each other how Maryland's landscape has changed over time.

Maryland as Father White Saw It in 1634

I will end therefore with the soyle, which is excellent, so that we cannot sett downe a foot, but tread on Strawberries, raspies, fallen mulberrie vines, acchorns, walnutts, saxafras etc: and those in the wildest woods. The ground is commonly a blacke mould above, and a foot within ground of a readish colour. All is high woods except where the Indians have cleared for corne. It abounds with delicate springs which are our best drinke. Birds diversely feathered there are infinite, as eagles, swans, hernes, geese, bitters, duckes, partridge read, blew, partie coloured, and the like, by which will appeare, the place abounds not alone with profit, but also with pleasure.

The Commodities which this Countrey affords naturally.

[excerpt from "A Relation of Maryland" in *Narratives of Early Maryland* (New York, 1910, pp. 79-80)] Description from 1608.

The Timber of these parts is very good, and in abundance, it is usefull for building of houses, and shippes; the white Oak is good for Pipe-staves, the red Oak for wainescot. There is also Walnut, Cedar, Pine, and the Cipresse, Chesnut, Elme, Ashe, and Popler, all which are for Building and Husbandry. Also there are divers sorts of Fruit-trees, as Mulberries, Persimons, with severall other kind of Plummes, and Vines, in great abundance. The Mast and the Chesnuts, and what rootes they find in the woods, doe feed the Swine very fat, and will breede great store, both for their owne provision, or for merchandise, and such as is not inferior to the Bacon of Wesphalia.

Of Strawberries, there is plenty, which are ripe in Aprill; Mulberries in May; Raspices in June; Maracocks which is somewhat like a Limon, are ripe in August.

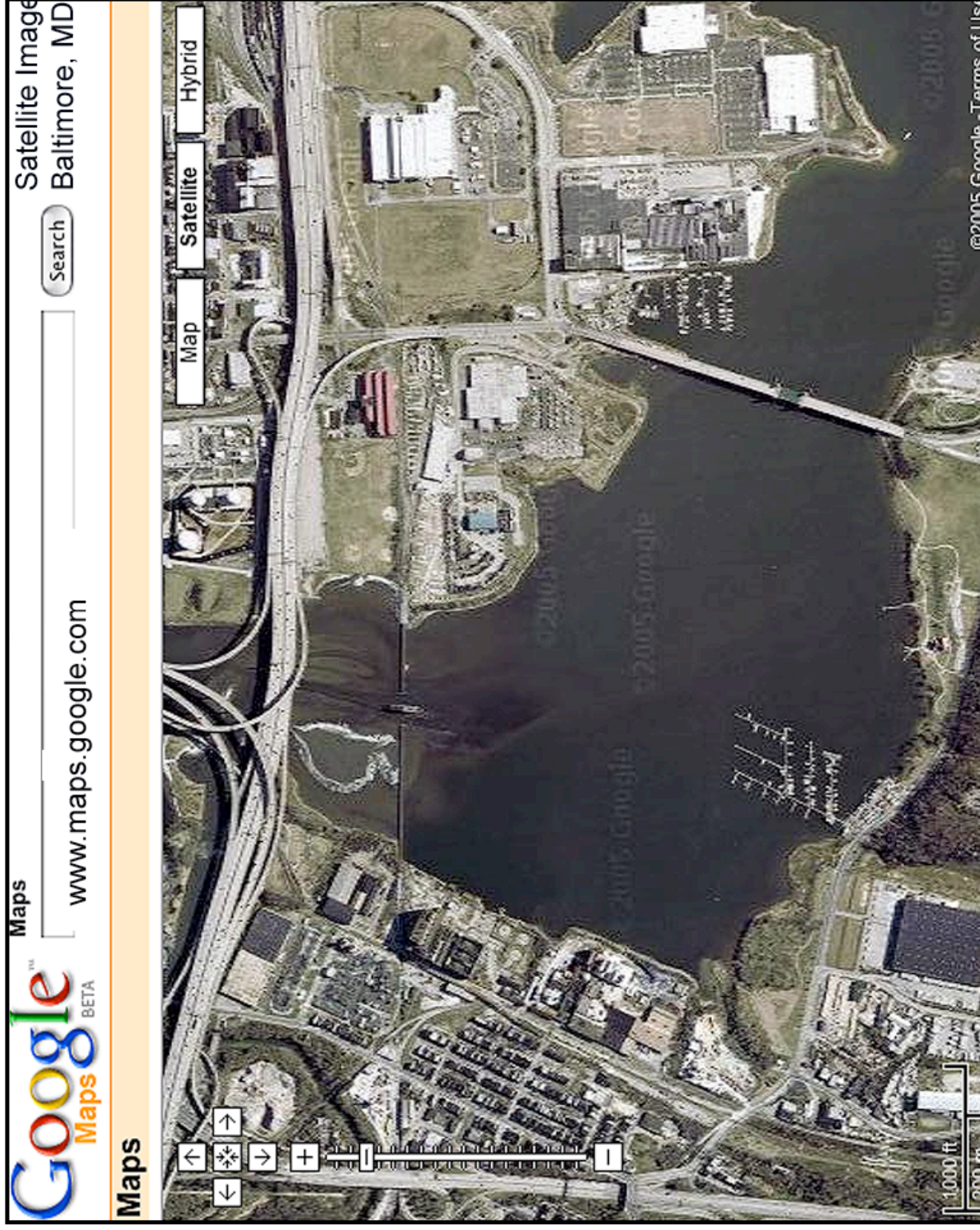
In the Spring, there are severall sorts of herbes, as Cornsallet, Violets, Sorrell, Purslaine, all which are very good and wholesome, and by the English, used for sallets, and in broth.

In the upper parts of the Countrey, there are Bufeloes, Elkes, Lions, Beares, Wolves, and Deare there are in great store, in all places that are not too much frequented, as also Beavers, Foxes, Otters, and many other sorts of Beasts.

Of Birds, there is the Eagle, Goshawke, Falcon, Lanner, Sparrow-hawke, and Merlin, also wild Turkeys in great abundance, whereof many weigh 50 pounds, and upwards; and of Partridge plenty: There are likewise sundry sorts of Birds which sing, whereof some are red, some blew, other black and yellow, some like our Black-birds, others like Thrushes, but not of the same kind, with many more, for which wee know no names.

In Winter there is great plenty of Swannes, Cranes, Geese, Herons, Ducke, Teale, Widgeon, Brants, and Pidgeons, with other sorts, whereof there are none in England.

The Sea, the Bayes of Chesopeack, and Delaware, and generally all the Rivers, doe abound with Fish of Severall sorts; for many of them we have no English names: There are Whales, Sturgeons very large and good, and in great abundance; Grampuses, Porpuses, Mulletts, Trouts, Soles, Place, Mackerell, Perch, Crabs, Oysters, Cockles, and Mussels; But above all these, the fish that have no English names, are the best except the Sturgeons: There is also a fish like the Thornebacke in England, which hath a taile a yard long, wherein are sharpe prickles, with which if it strike a man, it will put him to much paine and torment, but is very good meate: also the Tode-fish, which will swell till it be ready to burst, if it be taken out to the water.



Look at the satellite image of Baltimore and the Patapsco River. Use what you know and have learned about the Chesapeake Bay Region to explain how the region has changed in the last 400 years and the consequences of the changes.

Chesapeake Bay Region Today

Look at the photographs below and think about what they tell us about how Maryland has changed since the time that John Smith and Father White described it. Complete the chart and use the information to write a paragraph that describes Maryland today. Be sure to include information about how the natural environment was modified and the consequences for the changes shown in photographs.



How the Chesapeake Bay Region Changed

Name _____ Date _____

Ways and Reasons Why People Have Modified the Natural Environment	Consequences of the modification
<u>Picture</u>	<u>Picture</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Write your paragraph on the back of this paper.

Putting the Pieces Together

