

CAPTAIN JOHN SMITH 400 PROJECT CURRICULUM UNIT

**John Smith's Map
of the Chesapeake Bay**

Title: John Smith's Map of the Chesapeake Bay

Developed by: Sari J. Bennett and Patricia King Robeson (Maryland Geographic Alliance)

Grade/s: 4/5

Class Period/Duration: 2 class periods

VSC Standards/Indicators:

Geography Grade 4:

- 3.A.1 Use geographic tools to locate places and describe the human and physical characteristics of those places
- a. Interpret a variety of maps using map elements
 - 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
- a. Use map elements to interpret and construct a variety of maps
 - 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 sources, John Smith's map and excerpts from his journal.

Identify places on a map that show John Smith's routes.

Identify map elements on Smith's map.

Vocabulary:

map elements - the parts of a map that make it usable

author - the person or company that made the map

border - the frame around the map

orientation - compass rose or latitude and longitude lines

date - the year in which the map was made

grid system - the pattern of lines that helps locate places on a map or globe; for example latitude and longitude

legend/key - explains the meaning of symbols on the map

scale - the measurement on a map or globe that shows the distance between places

title - the heading on the map that tells what the map shows

league - measure of distance, varying from about 2.42 to 4.6 statute miles



Materials/Resources:

Teacher: Transparency “Virginia Quarter”
Transparency “Interpretation of John Smith’s Shallop”
Transparency “Excerpt from John Smith’s Journal”

Students: “John Smith’s Map” - 1 for each group of four students - have students construct maps before lesson begins
“Analyzing John Smith’s Map?” - 1 worksheet for each student
“Locating Places on John Smith’s Map” - 1 assessment for each student
“River and Place Names” - 1 for each group of four students

Teacher Background:

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?
- Did the recorder produce the source for personal use, for one or more individuals?
- Was the source meant to be public or private?

Lesson Development:

1. Show students a transparency of the attachment “Virginia Quarter” and ask students what they know about the drawing. Explain that ships on the coin: *Susan Constant*, *Godspeed*, and *Discovery* brought the first English colonists to present-day Virginia in the spring of 1607. Loaded with cargo, and 104 boys and men, the ships set sail from London on December 20, 1606. Also in the hold of the *Susan Constant* was a shallop that had been constructed in Europe, disassembled and shipped in pieces. Almost five months later, they landed on a small island along the James River. They hoped to set up a permanent colony and to look for gold and other natural resources to send back to England. Once the English had set up their colony at Jamestown in 1607, they wanted to explore and possibly find the “Northwest Passage” to the Orient.
2. Using the transparency of the three ships explain that parts of the shallop were built in England and brought across the ocean and put together by John Smith’s crew. It was used for trading with the Native Americans and to explore the Chesapeake Bay.
3. Show students the transparency “An Excerpt from John Smith’s Journal.” Have students read and discuss it. Tell them to note the precise descriptions in this primary source and think about what this region looked like in the early 1600s.

"Virginia is a Country in America that lyeth betweene the degrees of 34 and 44 of the north latitude. The bounds thereof on the East side are the great Ocean. On the South lyeth Florida: on the North



nova Francia. As for the West thereof, the limits are vnknowne. The sommer is hot as in Spaine; the winter colde as in Fraunce or England. The heat of sommer is in June, Julie, and August, but commonly the coole Breeses asswage the vehemencie of the heat. The chiefe of winter is halfe December, January, February, and halfe March. There is but one entraunce by sea into this country and that is at the mouth of a very goodly Bay the widenesse whereof is neare 18 or 20 miles. The cape on the Southside is called Cape Henry in honour of our most noble Prince. The shew of the land there is a white hilly sand like vnto the Downes, and along the shores great plentie of Pines and Firres. This Bay lieth North and South in which the water floweth neare 200 miles and hath a channell for 140 miles, of depth betwixt 7 and 15 fadome, holding in breadth for the most part 10 or 14 miles. From the head of the Bay at the north, the land is mountainous, and so in a manner from thence by a Southwest line; So that the more Southward, the farther of from the Bay are those mounetaines. From which fall certaine brookes which after come to fiue principall navigable rivers. These run from the Northwest into the Southeast, and so into the west side of the Bay, where the fall of every River is within 20 or 15 miles one of an other.

Ask students the following questions:

- a. How did Smith describe the exact location of Virginia? (*between 34 degrees and 40 degrees N*)
 - b. What is located to the east of Virginia? (*great ocean*)
 - c. What is located to the west? (*limits are unknown*)
 - d. What is located to the south of Virginia? (*Florida*)
 - e. What is located to the north? (*nova Francia*)
 - f. Describe the weather of Virginia. (*Summers hot as in Spain. Winters cold as in France or England.*)
 - g. What does Smith describe as the one entrance into this country? (*Chesapeake Bay*)
 - h. What physical features does Smith describe? (*cape, mountains, shores, dunes, bay, brooks, rivers*)
4. Divide students into groups and tell them that Smith and his crew of 14 on the first voyage and 12 on the second voyage explored the Chesapeake Bay in a shallop. Show students a transparency of the shallop or “barge” as it is referred to in John Smith’s journal. Now, give each group a copy of John’s Smith map and explain that it is also a primary source. Tell students that they will learn how John Smith used information from his voyages to make this map of the Chesapeake Bay.
 5. Explain that Smith spent his time writing several books, including The Description of Virginia. In this book he wrote everything he could see during his voyages. He wrote about the Chesapeake Bay, its tributaries (rivers), the weather, and the Powhatans. This information was used to make the map we are now looking at. Ask students if this map shows only Virginia. (No) Ask what other colonies are shown on this map. (Maryland, Delaware)
 6. Tell students to look at the legend on the map. Ask them why they think the letter “f” is used instead of “s” in old-fashioned spellings? Explain that in old-style printing, it is not the letter “f”, but a long form of the letter “s” (derived from handwriting styles), which looks very similar to “f” but does not have a complete cross-bar. It is not used at the ends of words, and in double “s”. Tell students to remember this when they interpret John Smith’s map.
 7. Now have students locate the compass rose and point to north on their map. Tell them to be aware that “north” is orientated differently on this map. It is where we usually find “east.” Also, make

them aware of the latitude and longitude marks. Latitude, marks of distance north or south of the Equator, can be accurately measured by noting the sun's elevation. On Smith's map, the marks correspond closely to modern ones. Accuracy in measuring longitude was not achieved until the 18th century.

8. Now give each group the handout "Analyzing John Smith's Map." Tell them to work as a team and use the map to find answers to the questions.
9. After students have completed the handout discuss answers with them.

Answer Key for handout, "Analyzing John Smith's Map":

1. *Identify the map elements*

Title: Virginia

Author: cartographer: John Smith - engraver: William Hole

Date: 1606 - year Smith departed England

1692-93 - reprint date

1612 - agreed date of the map

Scale: bar scale indicates 15 leagues

Orientation: compass rose

Grid: degrees of latitude and longitude

Key or Legend: yes- upper right hand corner

2. *Crosses indicate the limit of Smith's explorations. Beyond the crosses the region is unknown to Smith.*

3. *21*

4. *The Virginia Sea*

5. *flu*

6. *fales*

7. *Native American chiefs*

8. *Native Americans who were not chiefs, women and children.*

9. *The region*

had many thick forests at this time.

10. *Smyths fales*

11. *source of the Wighco flu - present-day Wicomico River*

12. *source of the Youghtanund flu*

13. *source of the Kus flu*

14. *Potomac River*

15. *Patuxent River*

16. *An image of the Chief Powhatan when Captain Smith was offered to him as a prisoner.*

17. *Powhatans*

18. *4*

19. *the ship, the sea monster (probably a whale), the scale and the coat-of-arms*

20. *On the right stands a Native American from the Susquehanock tribe.*

Assessment:

1. Give each student the handout "Locating Places on John Smith's Map" and tell them to look at the boxes containing letters and identify each place.

2. Check answers.

D - Gunter's Harbour and cross
E - Smyth's falls
K - Willowby's flu
L - Sasquesahanough king's house
R - Sasquesahanough flu

Conclusion:

1. Give each group of students the handout "Descriptions of Rivers from John Smith's Journal."
Instruct students to read the information and use the map to determine which rivers or flues Smith was referring to in his journal.

"Fourteene miles Northward from the river Powhatan, is the _____, which is navigable 60 or 70 myles, but with Catches and small Barkes 30 or 40 myles farther. At the ordinary flowing of the salt water, it divideth it selfe into two gallant branches. On the South side inhabit the people of Youghtanund, who haue about 60 men for warres. On the North branch Mattapament, who haue 30 men." (Pamavne flu)

"Before we come to the third river that falleth from the mountaines, there is another river some 30 myles navigable that commeth from the Inland, the river is called _____." (Payankatanke flu)

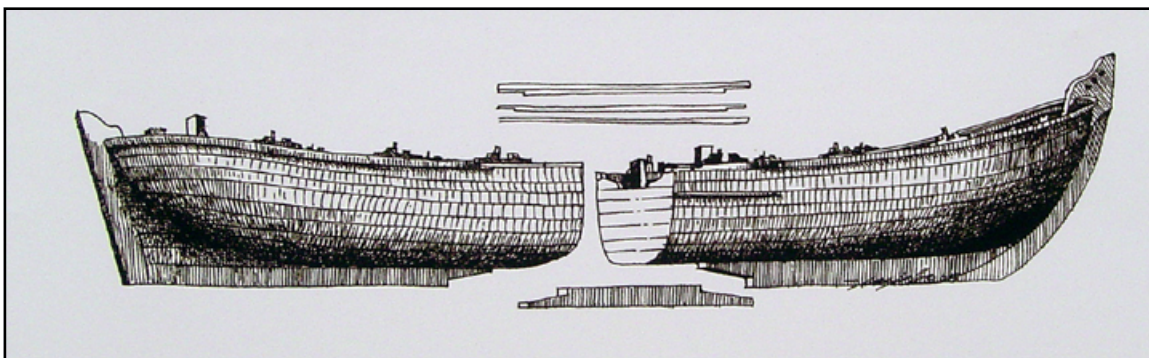
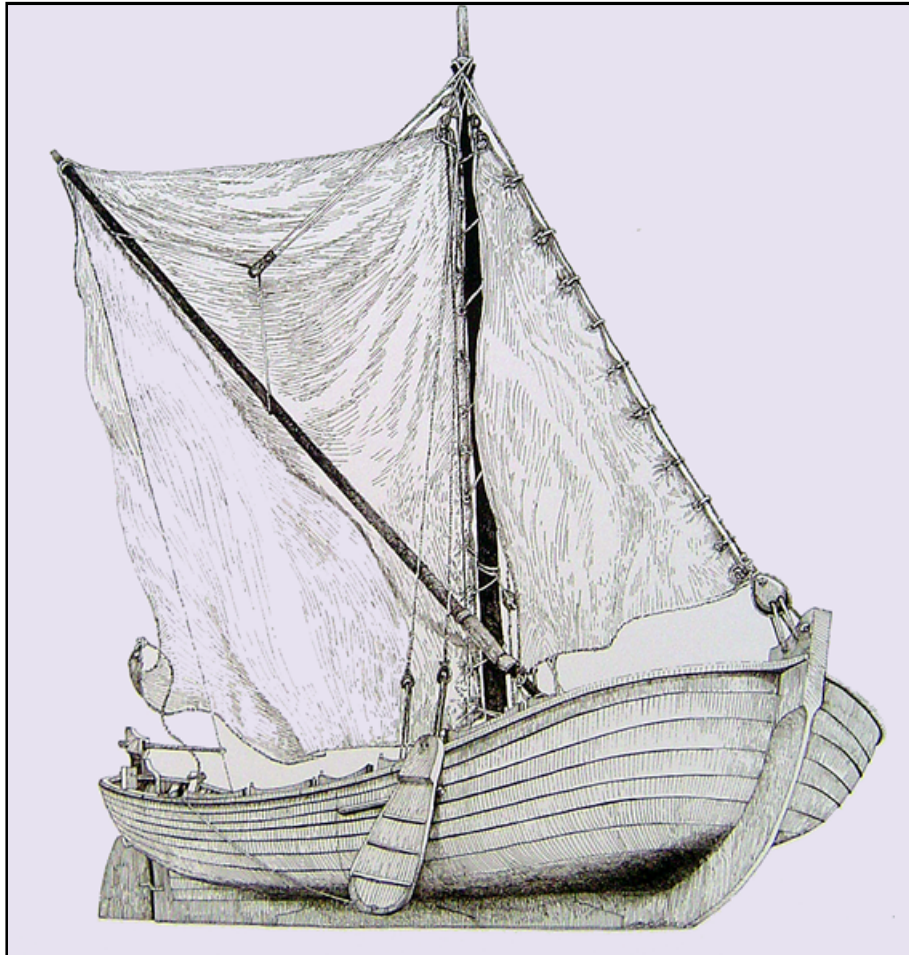
"The third navigable riuer is called _____. This is navigable some 130 myles ... This river also as the two former, is replenished with fish and foule." (Toppahanock flu)

2. Discuss quotes and answers with students.



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Interpretation of John Smith's Shallop



An Excerpt from John Smith's Journal

"Virginia is a Country in America that lyeth betweene the degrees of 34 and 44 of the north latitude. The bounds thereof on the East side are the great Ocean. On the South lyeth Florida: on the North nova Francia. As for the West thereof, the limits are vnknowne. The sommer is hot as in Spaine; the winter colde as in Fraunce or England. The heat of sommer is in June, Julie, and August, but commonly the coole Breeses asswage the vehemencie of the heat. The chiefe of winter is halfe December, January, February, and halfe March. There is but one entraunce by sea into this country and that is at the mouth of a very goodly Bay the widenesse where - of is neare 18 or 20 miles. The cape on the Southside is called Cape Henry in honour of our most noble Prince. The shew of the land there is a white hilly sand like vnto the Downes, and along the shores great plentie of Pines and Firres. This Bay lieth North and South in which the water floweth neare 200 miles and hath a channell for 140 miles, of depth betwixt 7 and 15 fadome, holding in breadth for the most part 10 or 14 miles. From the head of the Bay at the north, the land is mountanous, and so in a manner from thence by a Southwest line; So that the more Southward, the farther of from the Bay are those mounetaines. From which fall/ certaine brookes which after come to fiue principall navigable rivers. These run from the Northwest into the Southeast, and so into the west side of the Bay, where the fall of every River is within 20 or 15 miles one of an other.

Name/s _____ Date _____

Analyzing John Smith's Map

Use John Smith's map to answer the questions.

1. Identify the map elements

Title: _____

Author: cartographer: _____ engraver: _____

Date: _____

Scale: _____

Orientation: _____

Grid: _____

Key or Legend: _____

2. What do the Maltese crosses on the map represent?

3. How many crosses are on the map? _____

4. What is the name given by Smith to the ocean on the map?

5. What word is used for river? _____

6. What word is used for falls? _____

7. How are "Kings houses" represented? _____

Who are the kings? _____

8. How are ordinary houses represented? _____

Who lived in these houses? _____

9. Why are there so many trees on the map? _____

10. What place farthest north has a cross? _____

11. What place farthest east has a cross? _____



12. What place farthest west has a cross? _____

13. Find the cross nearest to 39 and 310 grid marks. What is located there?

14. Smith wrote "The fourth river is called Patawomek 7 is 6 or 7 miles in breadth."
What is the present-day name of this river? _____

15. Smith wrote "The fifth river is called Pawtuxunt, and is of a lesse proportion then
the rest; but the channell is 16 or 18 fadome deepe in some places." What is the
present-day name of this river? _____

16. What do you think the drawing in the upper left hand corner represents?

17. What Native American group in the Chesapeake region left no written records of
what their life before the Europeans visited them? It is only through archaeology
and the writings of men like Captain John Smith and others that we can learn how
they may have lived. Hint the name of this group is written in big bold letters.

18. How many types of trees are represented? _____

19. Name three typical 17th-century map ornaments found on this map.

20. An unusual illustration appears on this map. What drawing is used by Smith to
describe a "giantlike" people.

Locating Places on John Smith's Map



Use the map to identify each place located near the ☐.

K _____ E _____

L _____ R _____

D _____

Name _____ Date _____

Descriptions of Rivers from John Smith's Journal

“Fourteene miles Northward from the river Powhatan, is the _____, which is navigable 60 or 70 myles, but with Catches and small Barkes 30 or 40 myles farther. At the ordinary flowing of the salt water, it divideth it selfe into two gallant branches. On the South side inhabit the people of Youghtanund, who haue about 60 men for warres. On the North branch Mattapament, who haue 30 men.”

“Before we come to the third river that falleth from the mountaines, there is another river some 30 myles navigable that commeth from the Inland, the river is called _____.”

“The third navigable riuer is called _____. This is navigable some 130 myles ... This river also as the two former, is replenished with fish and foule.”

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

