

Historical Thinking Module
Historical Thinking in Action
Stacy Hoeflich Classroom: John Smith Map, Part 1

Lesson: Introduction

Stacy Hoeflich: I am going to give you a primary resource and it is a primary resource that you have already seen. You and your buddy are going to have time to really look at that primary resource because the last time you didn't have a long time to look at it. While you are looking at the primary resource with your buddy, I want you to consider an important question, actually a question that has more than one part.

The question is: What is important to John Smith? I also want to put in some other words here. I want to put in some other words for the word "important." What's the first word under 'important'? Grace?

Grace: Valuable.

Stacy Hoeflich: Valuable! Do you know what valuable means? Who remembers what valuable means or who can tell me from what we talked about in math? Value, valuable. Sean?

Sean: If something is precious to somebody. Stacy Hoeflich: Ok, something that is precious. Anyone else? Zack, do you have your hand up?

Zack: No, I was going to say something that umm...

Stacy Hoeflich: What were you going to say?

Zack: Something that is, something that is important to you.

Stacy Hoeflich: That is important, but is important in a way that maybe we're talking about precious, something like money, something that has worth, Ok? And "necessary." It's very different to say something is valuable than it is to say that something is necessary. Sean.

Sean: Something that is important to someone.

Stacy Hoeflich: Important in what way? Alicia? *Alicia:* Something that's...needed?

Stacy Hoeflich: Needed! It's different to say something that you *need* than something that has value. Ok? Those are different things. You *need* what? What do you, 4th graders, what do you need?

Student: You need shelter.

Stacy Hoeflich: You need shelter, a place to live. Kumar?

Kumar: Food.

Stacy Hoeflich: You need food. [Calls on student]

Student: Water.

Stacy Hoeflich: You need water. Ok. What is valuable to you? What is valuable to you? Hank.

Hank: A pet or some toys.

Stacy Hoeflich: Toy, a pet. Kai.

Kai: A gameboy.

Stacy Hoeflich: A gameboy. Michelle.

Michelle: A picture of your family.

Stacy Hoeflich: A picture of your family. Are we seeing clearly you don't *need* a gameboy, you don't *need* a pet, but they are valuable to you? Do we understand the difference? Ok [under] John Smith, I'd also like to put the word "colonists" and "Virginia Company." You don't know it yet, but the Virginia Company is the group of men *in England*, who paid all of the money to send John Smith and the colonists to Virginia.

Student: The settlers to Virginia?

Stacy Hoeflich: The settlers to Virginia. The Virginia Company were not settlers, were not colonists, they were men who stayed across the ocean in England. The colonists and John Smith are the ones who sailed across the, what ocean did they sail across?

Students: Atlantic.

Stacy Hoeflich: Atlantic Ocean and came to Virginia. So your question, which has more than one part to it, is "What is important to John Smith"? This map, which you saw before, is copy—it is not an actual map from 1612. It is a copy of a map that John Smith is credited with drawing. It is a primary resource—Why? Why is this considered to be a primary resource? Zack.

Zack: For everybody in the ship to know where to go?

Stacy Hoeflich: This is true, but why is this considered a *primary* resource? Remember what Mr. Smith....Mr. MaCoun was talking about? And what we talked about. What makes a primary resource a primary resource?

Student: Because it came from John Smith.

Stacy Hoeflich: Because it came from John Smith, and what's so special about that? Dray?

Dray: He was there.

Stacy Hoeflich: He was there. He saw it with his own eyes. Unlike if I were to go draw a map of all these things, because I did not see it. I was not there. Zena?

Zena: How did they make the copy look old?

Stacy Hoeflich: How did they make a copy of this? You mean this actual copy? They just made it look old. It was printed back in his time and they just made a copy of it for us to use as teachers and students. So, the drawing is the same as what he did, or what he told the engraver to do—I'm not sure which. This copy is just something that Jamestown and Yorktown made so that I could buy it so we could use it. Alright, you're each going to get one of these maps, and I want you to answer this question with your partner. Just talk about it, look at the map, notice what's on the map, just talk a look at it for a little while.

Lesson: Activity

Stacy Hoeflich: What does this say? What is this up here? This area up here. [points at area on map]

Students: [Read item on map out loud]

Stacy Hoeflich: "Significant/signification of these marks." Oh, so this is a map key.

Students: Yeah.

Stacy Hoeflich: It's telling you what these marks mean.

Students: Yeah.

Stacy Hoeflich: So my question is, what is this right here?

Student 1: Identifies parts. Stacy Hoeflich: What does the key tell you that it is?

Student 1: [Unintelligible]

Stacy Hoeflich: That's a funny way of spelling 'house,' king's house. And what is this little dot?

Students: Ordinary house. [Questioning a different group of students]

Student 1: Or...

Stacy Hoeflich: Ordinary. Ordinary houses.

Student 1: Ordinary houses. We found some of the ordinary houses.

Stacy Hoeflich: What else did you find on here?

Student 1: We found some of the king's houses.

Stacy Hoeflich: Where?

Student 1: Like right there. [Points at map]

Stacy Hoeflich: Do you think there are kings that live in those houses?

Students: No, no not as much.

Stacy Hoeflich: How come?

Student 2: I think they're important people.

Stacy Hoeflich: How come they're called king's houses?

Student 2: Because they might play a big part in the Algonquin.

Stacy Hoeflich: Definitely. Who do you think might live there if it's not a king?

Student 1: People that are rich, maybe?

Stacy Hoeflich: Like who? Who else is there?

Student 2: Maybe Powhatan's brother?

Stacy Hoeflich: Ahh, Powhatan had a brother, a very very important brother, Opechancanough. Yes he did. So maybe Powhatan's brother lives in one of those houses. What else do you see on the map?

Students: We saw these crosses.

Student 1: It's hard to read it.

Stacy Hoeflich: I know. Weird print. What...move it closer to me. What...discovered, what beyond is by relation...I'm not sure what that is. We'll have to look that up. I don't know what that is; we'll have to look that up. What else do you see?

Student 1: We see a lot of trees and some mountains.

Stacy Hoeflich: A lot of trees, John Smith took the time to draw...write all the trees.

Student 2: We kinda noticed that these were broken words, so the "Chesapeake Bay."

Stacy Hoeflich: Chesapeake Bay, very big in the middle. Good! Keep looking. Look at the words.

Student 2: [There] are people shooting arrows at the deer. You see right here?

Student 1: Cool. I found some houses around the king's houses.

Student 2: You know those little....little knobby—

Student 1: I found ordinary houses, around the king's houses. I love those crosses. All in a row right there. Lots and lots of trees.

Student 2: Why do you think they called them the Eastern Woodland Indians? Student 1: I don't know...

[Different group of students] Student 1: I'm not sure about it. What I think they found is like lots of....I think the trees were there because they used lots of wood for lots of things.

Student 2: Yeah, like they— Student 1: Like the houses and fires and wood things.

[Different group of students] Stacy Hoeflich: Can you find any letters that you can read?

Student 1: These letters up here.

Stacy Hoeflich: Ok, what does this say?

Student 2: Powhatan.

Stacy Hoeflich: So it says Powhatan. Any other letters that you can read?

Student 2: I can read this right here.

Student 1: The Virginia Sea.

Stacy Hoeflich: This says "Monacan," another tribe. The Virginia Sea. What else?

Student 1: This says Powhatan. Stacy Hoeflich: Powhatan, ok, anything else?

Student 2: This one's just too small.

Stacy Hoeflich: This is probably another tribe name.

Student 2: He's not really much of a mapmaker because all of these words are so small.

Stacy Hoeflich: They are pretty small, but if you really look closely you could probably read it. There are a lot of words though, what are those words? If you had to guess, what are those words?

Student 2: Oh yeah here's the Chesapeake Bay.

Stacy Hoeflich: Ok, we can read Chesapeake Bay, that's really important. But what are all these little words? If you had to guess, what do you think all those little words are?

Student 2: Where the settlers were.

Stacy Hoeflich: What makes you say settlers?

Student 2: I'm just guessing.

Stacy Hoeflich: Ok, that's ok that's a good guess. Now let me show you this one. See this one? What does that say?

Student 1: Jamestown.

Stacy Hoeflich: That says Jamestown. That's where the settlers were. You know how I know that? Because it's what kind of word?

Student 2: Jamestown...?

Stacy Hoeflich: Which is what kind of word? What culture does that represent?

Student 2: A town?

Stacy Hoeflich: Right, ok but what culture. The Europeans? Or the Native Americans?

Student 2: European.

Stacy Hoeflich: So Jamestown, this tells me this is where the settlers lived, because that's a European culture. So, what about these other ones?

Student 2: Indian.

Stacy Hoeflich: These look like those are Indian words. If you had to guess all these words, because they look really hard to pronounce, are Indian words. What do you think those words are? Who do you think....what do you think those words represent on this map?

Student 1: Indian towns.

Stacy Hoeflich: How many Indians are there?

Student 2: There's a lot.

Student 1: Too many.

Stacy Hoeflich: Yeah, too many. How many colonists are there?

Student 1: Tiny.

Stacy Hoeflich: Just this itty bitty little spot. It's an important thing to notice that there are so many Indian words. Keep looking.

Stacy Hoeflich [in front of whole class]: You and your buddy have had a lot of time to look at the map, tell me some of the things that you have noticed. Just really quickly and we're going to talk about it again in a minute. Hank.

Hank: Some houses.

Stacy Hoeflich: Some houses. Nathan.

Nathan: The...the Powhatans. Stacy Hoeflich: The Powhatans. Found the word "Powhatan."
Aminata?

Aminata: We found the king's houses.

Stacy Hoeflich: King's houses.

Student: We found....the Chesapeake Bay

Stacy Hoeflich: [You] found the Chesapeake Bay. All of the things that you noticed are your information. Now I want you to go back to the question with you buddy: What is important to John Smith? He's the guy that drew all this; if you drew a map it probably wouldn't look the same. *Why* did he draw it this way? What's important to John Smith?