

Historical Thinking Module

Student Historical Thinking

Stacy Hoeflich Classroom: John Smith Map, Part II

Lesson: Sharing (Conclusions)

Stacy Hoeflich: Why would John Smith put the Chesapeake Bay right in the middle? Why would John Smith have all those little squiggly things that are connected to the rivers? Why would John Smith have so many Indian names on his map? If you can answer any of these questions, then you can answer that question. Sean.

Sean: It's sort of like John Smith cared about like...the Chesapeake Bay because it was part of the Powhatan's land. But right here [it] seems like they didn't care about it, so they put it in a way so it was back here and it would show just Virginia.

Stacy Hoeflich: John Smith cares about it. It's important or valuable or necessary to John Smith, right? Why? That's my question. Why is the Chesapeake Bay important or valuable or necessary to John Smith or to the colonists or to the Virginia Company? Why is the Powhatan—there's Powhatan all over here, why are these things important? Go ahead.

Student: Because maybe the Chesapeake Bay has water and they need water. And maybe they traded with the Powhatans for food. So he thought that the Powhatans were important because they helped.

Stacy Hoeflich: He thinks the Powhatan are important because of trading for food. That's one possible good answer to our question. He thinks the Chesapeake Bay is important because it's water. Let's explore that a little bit more.

Zena: He also thought it was important because he would probably cross from Jamestown all the way to the Powhatan land so that he could trade with them.

Stacy Hoeflich: What does a map usually do for us? Why do we make maps? What does a map do?
Student: It guides us.

Stacy Hoeflich: It guides us, good word! So, we're talking about trading, we're talking about maps that guide us, why did he put all those little names on this map? Why did he put all those names on this map? Grace?

Grace: To tell you where the person is?

Stacy Hoeflich: To tell you where those people are so that you could trade with them maybe. Would there be another reason why he would want to know where all these people are? Is there any other reason why he wants to know where all these people are? Zack.

Zack: He...so they could...so they could dodge like tribes that are actually kind of bad and they could go through tribes that will help them.

Stacy Hoeflich: Ok, he might want to avoid—I like how you used the word "dodge"—he might want to avoid certain tribes that might want to be violent or hurt them. So if they're all on here he can know: I should go this way, and not this way. Because if I go this way I might run in to those bad guys. It's important to have all...as much information as he can get help when he needs it and he can not get hurt.

Sarah: On the map, how come he drew all these trees and we don't have them here [on the textbook map]?

Stacy Hoeflich: Good question, everybody hear Sarah's question? On the map why would he have drawn all of those trees and we don't have that on here? Kumar.

Kumar: Because maybe they made cities?

Stacy Hoeflich: Maybe today we don't have all those trees, maybe today we have cities. Sean.

Sean: Maybe it was because types of view. John Smith maybe, a little bit closer to see the trees and the rivers. On the map we have today we see a very far view or you just see the Virginia but you don't...not trees or anything.

Stacy Hoeflich: Ok, perspective. One is close one is far. Ougie?

Ougie: Maybe those trees had berries or food on them.

Stacy Hoeflich: Which means maybe those trees had value to him. Somebody, and it might have been Sean, said something about resources to me. Maybe those trees had value, they had berries or we could use sell them or we could use them in some way so he marked them down so you would know where those trees were or that they were there. Really good observation. Did we ever...we sort of talked about that the map guides us and the map guides us to where the good-guy Indians maybe are and where the bad-guy Indians are—where the Indians are whether they're good guys or bad guys. But we never really got back to what Ougie and Boris noticed about why there are so many little tributaries, why there are so many little pieces of the rivers. Why is there so much detail on the Chesapeake Bay and the rivers? Why'd he put the Chesapeake Bay right in the middle, and why'd he give you such beautiful river detail. What do you think? Why would John Smith care? What's important to John Smith? Why's the Chesapeake Bay so important to John Smith? Told it is has water. Why else? Michelle.

Michelle: Because they sailed [and] traded water to other Indians.

Stacy Hoeflich: He could of sailed—

Michelle: Like trade...like get water and then like trade it for something else.

Stacy Hoeflich: Ok, so maybe he wants to know where fresh water is. Fresh water is important. Why else? Grace.

Grace: He could have bartered fish or seafood.

Stacy Hoeflich: It's a resource, inside...there's some food in the water, that's another possibility. What else besides putting food and water into your body, why else would he care about all that. Sean.

Sean: Maybe because they have mostly things about nature.

Stacy Hoeflich: Ok, there's a lot of nature stuff on here. Why would he care about the rivers? Michia.

Michia: Maybe it was his transportation to England...and for England to send food to Jamestown for the settlers to use.

Stacy Hoeflich: They would get to England by crossing the Atlantic Ocean, but what he just said about transportation is dead on. Think about what transportation is. Why would John Smith put the Chesapeake Bay right in the middle and give you all of these awesome little river ways next to all these little town names? We should go back to Ougie's and Boris' observation, do we have all these little river ways here?

Students: No.

Stacy Hoeflich: But we do have a lot of little squiggly lines here, what are our squiggly lines? What kind of squiggly lines do we have on our map today? What are all these squiggly lines? Dray.

Dray: Roads.

Stacy Hoeflich: Roads. Does he have any roads on his map?

Students: No.

Stacy Hoeflich: Why not? Why doesn't he have any roads on his map? Kumar, why?

Kumar: Because in that time there were no cars.

Stacy Hoeflich: There were no cars. Does that mean everyone just walked everywhere?

Students: No.

Stacy Hoeflich: No. What did they do? What did they do, Aminata.

Aminata: They used to ride on horses.

Stacy Hoeflich: Sometimes they would ride on horses. Ok, what are our other options? Ougie

Ougie: They sailed.

Stacy Hoeflich: They sailed. So, my question—it's a trick question—did John Smith put any roads on his map?

Students: No.

Stacy Hoeflich: I think yes.

Students: Ooooh!!!

Student: Oh! The rivers are the roads!

Stacy Hoeflich: Ok! I think yes. I think the whole reason John Smith put the Chesapeake Bay smack dab in the middle of the map, so you can't help but look at it, is because it's the beginning of all the roads. If they're gonna come across the Atlantic Ocean, and they're going to come anywhere close to Virginia, they have to come up the Chesapeake, and then they're going to do what as they explore? If they go to trade with the Indians, if they try to avoid the Indians, if they're trying to find trees or other natural resources, how are they going to get there most likely? Dray.

Dray: By sailing.

Stacy Hoeflich: By sailing! So did he put roads on his map?

Students: Yes.

Stacy Hoeflich: Absolutely he roads on his map, the way he would have seen roads. So what's important to John Smith? What's important and valuable to John Smith? Zena?

Zena: The Chesapeake Bay.

Stacy Hoeflich: The Chesapeake Bay. Is important to John Smith. What else is important to John Smith and his fellow travelers?

Student: The river?

Stacy Hoeflich: The rivers, all the rivers, even the itty bitty little ones that don't seem important. Zack.

Zack: Where the chief Powhatan mostly is.

Stacy Hoeflich: Where the chiefs are. That's another thing we didn't really talk about, this little symbol up here in the corner—the king's houses. How many of you noticed the king's houses? Are kings really kings, probably?

Students: No. Stacy Hoeflich: Kings are what? Kings are probably what? Grace. Grace: Chiefs. Stacy Hoeflich: Chiefs. Kings are probably chiefs. So that was important to him, where the big guys were and where the little guys were. What else is important to John Smith? Chesapeake, rivers, kings or chiefs. Dray.

Dray: His tribe.

Stacy Hoeflich: His tribe? Whose tribe? John Smith's tribes? Celina?

Celina: The Powhatans.

Stacy Hoeflich: The Powhatan and all those little tribes that make up the Confederacy. Zena.

Zena: The trees.

Stacy Hoeflich: The trees. The resources. Because as Ougie pointed out, maybe they've got important berries or important bark or some resource that we can use or sell. This resource that John Smith drew tells us a lot about what was important to them. It's not necessarily the same stuff that's important to us. If you were to go with your parents somewhere, let's say to the Blue Ridge Mountains, would you look at this map?

Students: No.

Stacy Hoeflich: What map would you look at and what would you be looking for? Darwin?

Darwin: This map.

Stacy Hoeflich: Why? What's on that map that's going to help you and your parents get to the Blue Ridge Mountains?

Darwin: It has the roads and how to get there.

Stacy Hoeflich: So that's the way we do things today. This is a really valuable resource for us right now in 2006 because it tells us what he was thinking, or it helps us guess what he was thinking.

Student: Like his imagination, his mind.

Stacy Hoeflich: Right, and what he valued. He values the Chesapeake, he values the water, he values the Indian names. Do you think today that stuff is as valuable to us?

Students: No.

Stacy Hoeflich: No. Big difference. Ok, ladies and gentlemen, outstanding work today. Give yourselves a round of applause.