

Captain John Smith's Voyages on the Chesapeake Bay

Lesson 2: Modern - Historical Contrast

Audience: 4th and 7th Grade (Social Studies and Environmental Science)

Relevant Standards of Learning:

District of Columbia: United States Geography - Grade 4 – Physical Systems – Content Standard 4

Grade 4 Science – Life Science – Interdependence

Grade 7 Science – Life Science – Population and Ecosystems

Virginia: Grades 4-12 History and Social Science – Virginia Studies – VS.2

Virginia: the Land and Its First Inhabitants

Grades 4- 12 History and Social Science – Virginia Studies – VS.9 Virginia: 1900 to Present

Grade 4 Science – 4.5 Living Systems and 4.8 Resources

Grade 7 Science – Life Sciences – L.S.10, L.S.11, L.S.12

Maryland: Social Studies – 3.0 Content Standard – Geography – Grade 7 – Using Geographic Tools

Science 3.0 Content Standard – Life Science – Grade 4 – Ecology

Science 6.0 Content Standard – Environmental Science – Grades 4 and 7 – Environmental Issues

Science 6.0 Content Standard – Environmental Science – Grade 7 – Natural Resources and Human Needs

Goal(s):

Through the process of creating 2 sets of commercial storyboards, that tout the benefits and features of the land to people back in England in 1607 and to Americans in the U.S. today, students will be able to compare and contrast the Chesapeake Bay region (natural environment) from the time of John Smith's Voyages and the modern day. Students will use the Landscape Visualization tool and additional resources to investigate how the natural and cultural environments have changed.

Objectives:

Research what the bay was like in the early 17th century, using early accounts, drawings, landscape visualization tool, and scholarly works.

Research the components that should be included in an advertisement or commercial. This includes consideration of your audience, and what audiences of the 17th century and today would be interested in spending money/resources on.

Outcomes:

Through storyboards, describe the Chesapeake Bay at 2 snapshots in time: 1607 and today.

Process information to create a persuasive product.

Be able to list 5 species that existed in the Chesapeake Bay in the 17th century.

Be able to describe what incentives people in the 17th century and today use to entice people to the region.

Materials:

- “Creating a Commercial” Worksheet
- “Quotes from John Smith” Handout
- “Resources Around the Chesapeake Bay in 1608” Handout
- “Resources Around the Chesapeake Bay Today” Handout
- Storyboard Templates Handout
- Access to the Internet

Time: 2 – 3 Lessons

Background:

Note to teacher: As an introduction to this lesson, have the class watch National Geographic’s short movie on the voyage of John Smith, <http://www.nationalgeographic.com/chesapeake/voyage/>

Read this section out loud with your class -

The Chesapeake Bay has attracted people, from Native Americans to modern day immigrants, for thousands of years. Abundant natural resources, including lush forests, bountiful waters, and rich soils, all contribute to the Chesapeake Bay, long considered the nation’s most productive estuary. In this lesson you will explore how the Chesapeake Bay region has changed over the years due to human activity. Specifically, you will compare how the Chesapeake appeared in 1608, at the time of John Smith’s voyage, and how it looks today.

In 1608, Captain John Smith sailed into the Chesapeake Bay and saw heavily forested lands and clean, clear waters. Most of the land around the Chesapeake, including Maryland, Virginia and the District of Columbia, was covered in forests and wetlands. To find out more about what the area looked like in the early 17th century explore these websites:

- Captain John Smith’s Voyage of Exploration: <http://johnsmith.psu.edu/>
- National Geographic, Chesapeake Then and Now: <http://www.nationalgeographic.com/chesapeake/>

Today, the landscape is vastly different from what John Smith observed. Many more people live here now. Washington, D.C. and Baltimore represent the most

densely populated areas in the Bay area. Suburban neighborhoods and small towns can be found everywhere. According to the Chesapeake Bay Foundation, approximately one acre of land in the Chesapeake Bay watershed is developed (changed from forest or farmland) every six to ten minutes. Note that the watershed includes large tracts of land in Virginia, Maryland, Delaware, even Pennsylvania, and New York.

- Maryland Office of Tourism: www.mdisfun.org
- Virginia Board of Tourism: www.virginia.org

In order to learn more about these changes, your team (2 students) will be creating the storyboards for 2 commercials. One person will create a commercial written as if you are in 1608 trying to convince your countrymen in England to come to the Chesapeake Bay. The second person will create a commercial that is a modern-day advertisement for coming to this area. Each of you will choose only one of these commercials to work on.

Activity:

➤ Step One: Become Familiar with Topic

- Let's explore what people in 1608 and 2006 think about the Chesapeake Bay. **Before you begin take a quick look at the "Creating a Commercial" worksheet. This will help you determine what kinds of information you will be looking for.**

- **17th Century**

What did people in 17th century England think of the "New World?" Evidence suggests that during that time, Europeans viewed America as a wild, untamed place full of danger. On the other hand, it was a land that offered opportunity for those willing to take a risk.

To read more about what the Chesapeake was like in the 17th century, and why Europeans wanted to come here, see the packet of materials provided (quotes from John Smith and list of natural resources) as well as the websites listed above. Feel free to explore other websites and books to find out more about the 17th century Chesapeake.

- **Modern Day**

What do you know about the area you live in? What makes it an attractive place to live or visit?

To read more about what the Chesapeake is like now, see the list of resources as well as the websites listed above. Feel free to explore other websites and books to find out more about the Chesapeake today.

- Step Two: “Creating a Commercial” Worksheet
 - Plan your commercial by filling out this worksheet.
 - Once you have completed all the steps in the worksheet and the teacher has approved it, move on to step three.

- Step Three: Create a Storyboard
 - What is a storyboard?

A storyboard is a tool used to plan out a commercial before filming begins. It provides visual representations of what the commercial will look like. It helps you to plan out your story, the number of actors you will need, what the set will look like and what the key elements of your story will be. The storyboard is not a complete commercial, but it shows key scenes and ideas that must be included in the commercial. For more information on storyboards, visit these websites or search the internet for “creating a storyboard”:

 - Adobe Digital Kids Club - <http://www.adobe.com/education/digkids/lessons/storyboards.html>
 - Kids’ Vid - <http://kidsvid.altec.org/>
 - Use the “Create a Storyboard” template to design your own commercial. Break your commercial into 3 scenes (beginning, middle, and end) and draw a picture for each. Be sure to include a short paragraph describing the scene. For instance you may want to write about the main idea of the scene, the setting, what people are talking about, or even sound effects. Remember to create a catchy title or tag line for your commercial!

- Step Four (optional): If time permits, students can take their storyboards and actually produce a commercial. See the websites listed above for more information on taking this final step.

- Evaluation: What will your teacher will be looking for?
 - Demonstration of knowledge on the topic
 - Creativity
 - Persuasive presentation
 - Cooperation with partner
 - Your teacher may have additional evaluation criteria.

Resources

- Captain John Smith’s Voyage of Exploration - <http://johnsmith.psu.edu/>
- Captain John Smith 400 Hundred Project - www.johnsmith400.org

- National Geographic's movie on John Smith's voyage - <http://www.nationalgeographic.com/chesapeake/voyage/>
- Adobe Digital Kids Club - <http://www.adobe.com/education/digkids/lessons/storyboards.html>
- Kids' Vid - <http://kidsvid.altec.org/>
- Maryland Office of Tourism - www.mdifun.org
- Virginia Board of Tourism - www.virginia.org
- National Geographic, Chesapeake Then and Now - <http://www.nationalgeographic.com/chesapeake/>
- Rountree, Helen C. The Powhatan Indians of Virginia. Norman: University of Oklahoma Press, 1989.
- Curtin, Philip D., Grace S. Brush and George W. Fisher, eds. Discovering the Chesapeake: The History of an Ecosystem. Baltimore: The Johns Hopkins University Press, 2001.
- Hoobler, Thomas and Dorothy Hoobler. Captain John Smith: Jamestown and the Birth of the American Dream. Indianapolis: Wiley, 2005.