

**Classroom Video with Stacy Hoeflich
Fourth Grade Teacher
John Smith Map**

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 Stacy Hoeflichs 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 Occoquan.

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.

<http://chnm.gmu.edu/loudountah/source-analysis/john-smith-map/>

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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?

Lesson: Activity II

Stacy Hoeflich: To help you answer this question with your buddy, I want you to compare your map from 1612 with this map that your textbook company made a couple of years ago. I want you and your buddy to compare, please. Keep in mind your question. How are they the same? How are they different?

Stacy Hoeflich: The words are the Powhatan. Now these little squiggles, what did you say these little squiggles are?

Student 1: Rivers?

Stacy Hoeflich: Yeah, rivers. But he didn't just do the James River. Here's the James River. Here's the York River. [Compares both maps] He did a lot more than that, didn't he? Here are these little ones right here which don't even have any names. Why would he do that? Why would he put all of these little squiggles on here?

Student 2: To show that they were important?

Stacy Hoeflich: That's the question, why did he think they were important?

Student 2: Because they were part of Virginia.

Stacy Hoeflich: True. Are they part of Virginia today still probably?

Students: No.

Stacy Hoeflich: They are. They're still there, right? So how come we show them here [points to modern Virginia map] but we do show them here [points to John Smith map]?

John Smith thought they were important, right? Why? Why did he think they were important and your textbook company doesn't think they're important?

Student 2: Because they don't talk about it now, and they used to talk about it there and then.

Stacy Hoeflich: Why? Why did they used to talk about rivers all the time?

Student 2: Because they never saw it and then when they did [see] it they thought it was important.

Stacy Hoeflich: Maybe. They did have some rivers in England though. Why would the colonists be so interested in rivers? We're not; we're not interested in rivers.

Student 2: Because they might have been fresh water.

Stacy Hoeflich: Water, fresh water is a good guess. Lets turn this over [the textbook map] there could be another possibility. Do you see all these other squiggly lines that we have on this map today?

Students: Yes.

Stacy Hoeflich: What are all these other squiggly lines that we have?

Student 2: Roads.

Stacy Hoeflich: Roads. Does he have any of those same squiggly lines that we have?

Students: No.

Stacy Hoeflich: So, we have squiggly lines that are important to us that he doesn't have. And he has squiggly lines that are important to him that we don't have.

Student 2: Because they didn't have roads back then and these squiggly lines are for roads.

Stacy Hoeflich: And what did they have?

Student 2: They had rivers.

Stacy Hoeflich: So put it together. He put all that detail on his map. Why would he put all that detail about rivers on his map? That's your question. I want you guys to talk about it. I'm going to ask you that when we come back into the circle, ok? It's a really good point think about it. Why did he put all those rivers on the map and the hint is look at what we have.

[Different group of students]

Student 1: It shows this. It [the John Smith map] shows more, and the Chesapeake Bay is in the middle so it must be on the ground. And this one [the textbook map] must be above because it has North Carolina, Tennessee, Kentucky, West Virginia, it has all the bordering states. And it must have more information because maybe the English didn't know there was more land...like Florida and stuff. And it shows the African and the English...This one is above, this one is on the floor. Don't you get it?

[Different group of students]

Stacy Hoeflich: Just a guess, we don't know, but why would he put it right in the middle of this map?

Student 1: Maybe he didn't want no one to know.

Stacy Hoeflich: You think he's trying to hid it by putting it in the middle of the map?

Student 1: Yeah.

Stacy Hoeflich: I think actually maybe the opposite. It's right in the middle—

Student 1: But why would he show it to everybody?

Stacy Hoeflich: Think about it. Talk about that, maybe he wants to show it.

[Different group of students]

Student 1: No, I think maybe that's because I said...like if they tried to find food or where the Chesapeake Bay from their location around this on this map, they can locate it easily. But on this map, they put it here, like I said, maybe just...

[Different group of students]

Stacy Hoeflich: We would have to look at this map [the textbook map] sideways like this, that's what he's showing on this. Why? Why is he putting this [the Chesapeake Bay] right in the middle?

Student 1: Because...

Stacy Hoeflich: That's what I want you to talk about, I don't expect you to know the answer, but we're going to try to take some guess at that. Why would he put that right in the middle? And it goes back to that question—What's important to him?

Stacy Hoeflich [to the entire class]: Lots of really outstanding observations. What I want to do is to give us a chance to share. Lots of people came up with questions, not necessarily a lot of answers. But I want to try to come up with some answers together. A lot of us had questions—really good questions—let's try and answer those questions.

Lesson: Sharing (Notice)

Stacy Hoeflich: First of all, because we're in the circle, I want to compliment you on all of your good thinking. I know today's not Friday, but I want to compliment you because you had lots of good questions and lots of good observations. What I want you to do now is to share some of those. We're not *quite* ready to answer the question, but we're a lot more ready to answer the question than we were before. What I'd like you to do is tell me some of the things you observed. Sean.

Sean: We found out that John Smith made an easier way...like if you were trying to find water maybe for an example and you were trying to find a landmark maybe to connect it on the map, it would be easy for you. But on this map, when [you're] trying to find a landmark, from this view, from your view, you're going to have to look very closely and find a connection.

Stacy Hoeflich: So I heard you say John Smith made an easier way to find the water.

Sean: Yeah.

Stacy Hoeflich: How many other people observed that he made an easier way to find the water? We're going to come back to that, excellent. Michelle.

Michelle: On this map, it's not colorful and it has some of the words that we don't know. Like Rappahannock, that's a hard word to spell and—

Stacy Hoeflich: Which tells you it reflects what culture?

Michelle: The Powhatans.

Stacy Hoeflich: The Indian culture, right? Were there any words on that map that were English words?

Students: No.

Zack: Jamestown. Jamestown was one of them.

Stacy Hoeflich: Ok, Jamestown is on that map. Did everyone find Jamestown on John Smith's map?

Students: [mixture of yes and no]

Stacy Hoeflich: Jamestown. Try to find Jamestown, it's over on the left-hand of the map. Ok Jamestown. Two separate words, it says "James' Town." So Jamestown—good point,

we're looking at words we can read, which are English words; and words we can't read very easily which are—

Students: Indian words.

Stacy Hoeflich: Indian words. Probably Algonquian words. Michelle's noticing that this map has lots of words we can't read. What about this map right here [the textbook map]? Sarah?

Sarah: We found lots of them that we can read, and not that much of them that we can't read.

Stacy Hoeflich: This one, this new map, has lots of English words on it and not very many Indian words on it. Good. Dray.

Dray: We found this map is the eastern part of Virginia. And they renamed...they named this the Powhatan before it was named the Tidewater region.

Stacy Hoeflich: Today we call it...what Dray is saying is that he noticed—he and his buddy noticed—that John Smith's map is just the eastern part of Virginia. Did you all notice that? John Smith's map has just this eastern part. There's no mountains on John Smith's map, whereas this map has all of it. It used to be called—did everybody see those big “P-O-W-H-A-T”—

Students: Powhatan!

Stacy Hoeflich: What Darwin and Dray said is that means that this region used to be called the Powhatan Region but today we call it the Tidewater Region. Which is a good guess. Maybe because Powhatan...why would they have called it the Powhatan region back then? What would be a good guess why they would have called it the Powhatan region?

Student: Because the Powhatans lived there.

Stacy Hoeflich: Because the Powhatans lived there. Zena?

Zena: Because the Powhatan was the chief of more than thirty tribes.

Stacy Hoeflich: Because Powhatan was the chief of more than thirty tribes, so maybe in John Smith's time they would have called this the Powhatan region and today we call it the Tidewater. Really good point. Is there some information on the old map that's not on the new map? Ougie.

Ougie: There are...there's [no] roads drawn on the John Smith map but there's roads on the new map.

Stacy Hoeflich: Can everybody look at the side that has the regions shown. Do you know what roads look like on the map? They're red and sometimes they have that little blue shield looking thing. Can you find 66 and 95 and 64? They are all routes, that's right. The new map has roads on it, the old map doesn't have roads on it. But what does the old map have that the new map doesn't? Go ahead Ougie, finish your thought.

Ougie: The rivers.

Stacy Hoeflich: Are there rivers on the new map?

Students: Yeah.

Stacy Hoeflich: There are rivers on the new map, but something's a little bit different. Explain what you saw.

Ougie: There's more rivers here and they don't show all the rivers there.

Stacy Hoeflich: If you look at the other side of your map that has the geography, can you find the four main rivers on this map?

Students: Yes.

Stacy Hoeflich: "Please Remember Your Jacket," right? Can you find them?

Student: Potomac...Potomac River, Rappahannock, York, and James.

Stacy Hoeflich: So both maps have the four rivers but what Ougie and Boris noticed is that John Smith's map has all these little squiggly lines that come off the rivers. Look at John Smith's map find the James River and find all the little squiggles that come off of it. Are there all those little squiggles on this map today?

Students: No!

Stacy Hoeflich: That is an important observation that goes to our question.

Student: That's weird.

Stacy Hoeflich: That is weird. Why wouldn't we have...They're still there probably, right? It's not like those rivers have disappeared. Why would John Smith put them on his map, at we don't? That goes to our question. On other...Zack and Nathan had a really good observation about the words that are on the map. Another really good observation about information that's on here, that's not on here. What did you notice about all these words?

Zack: That the little tiny words were Indian names of tribes and they didn't have it here because there weren't that much Indians left and there were no like tribes.

Stacy Hoeflich: Maybe, ok. And how many Indian names would you say are on this map?

Zack: At least more than twenty, and more.

Stacy Hoeflich: Twenty or more. Would you call it a lot or a little?

Zack: A lot.

Stacy Hoeflich: Ok, does everybody agree that John Smith's map has a whole lot of Indian names on it?

Students: Yeah.

Stacy Hoeflich: So the things that John Smith has on his map: a whole lot of Indian names and a whole lot of squiggly river things, right? One other big difference between John Smith's map and this map of today. Zena.

Zena: Well, the other map has that other fancy thing that says Virginia on it.

Stacy Hoeflich: John Smith's map has this fancy title, that's because they used to do maps back in the day that way. Ok, Hank?

Hank: They put the Chesapeake Bay right in the middle of the map.

Stacy Hoeflich: John Smith put the Chesapeake Bay smack dab in the middle of the map. If you were to put your finger on the middle of the map you'd wind up the Chesapeake Bay or some part of it. On the map today, where is the Chesapeake Bay? Where is the Chesapeake Bay?

Students: On the side.

Stacy Hoeflich: Right, on the side. Over here, on the side.

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 where 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.