

Welcome to the Teachers' Instructions area for this student activity. Here you'll find directions and suggestions for using this activity along with the materials you need to evaluate your students' work.

**Title:** Exploring the Chesapeake (Chesepiooc)

**Audience:** Middle

**Duration:** 45 Minutes

**Subject Area(s):**

Social Studies - Geography

**Grade Level(s):** 4,5,6,7,8

### **Teacher Directions:**

Before the colonists arrived in Maryland, the Chesapeake Bay was called Chesepiooc by the Native American tribes in the area. In this activity, students will use the Explore the Great Shellfish Bay interactive map on the Exploring Maryland's Roots Web site to learn about key geographic characteristics of the Chesapeake Bay and experience what the Bay was like when explorers first arrived in the area.

#### **Technology Considerations:**

This activity includes all resources, materials and directions for students to work independently.

This activity can be completed using a variety of technology configurations. If a computer lab is available, students can access the activity, worksheets and web site through Thinkport. If one or more computers are available in the classroom, students can rotate to complete the activity.

Saving this activity on your Thinkport web site is a management technique that allows students to easily access Thinkport activities from any computer with internet access. Another option would be to bookmark the activity on each computer. Students should choose the student view of the activity.

The worksheet used to complete this activity is available in two versions, printable and online. If students are comfortable with minimizing and typing the online version may work best for your situation. Students can complete the online version while viewing the resources used in the activity. Then students can save their personal worksheet in a specified folder on the class computer or school network. Another option for using the online version would involve students completing the worksheet online and then printing the worksheet to turn in.

If your students would benefit from a hard copy of the worksheet, the printable version (which has lines) can be printed for each student. Students can work online to access the student activity and resources but record their answers with a pen/pencil.

If you are limited in computers or if you wish to have students complete the activity in a teacher directed setting, another option would be to display the activity and resources on classroom computer with a projection device. In this case, students would need a copy of each worksheet.

An answer key is included for the "My Journal of Exploring the Chesapeake Bay" worksheet. In the student view the answer key is hidden. If you would like to make the answer key available to students, save a copy of the activity to your IdeaBox. Open the activity and skip ahead to the direction section in stage 3. Put a check in the box beside the "Plan Your Plantation" answer key. This will allow student view of the answer key.

Another option would be to display the activity and Web page on a classroom computer with a projection device. In this case, students will need a copy of each worksheet.

### **Focus for Media Interaction**

The focus for viewing the Explore the Great Shellfish Bay Interactive Map is for students to collect information about what Chesapeake Bay was like when 17th century explorers arrived and why they chose to settle here in St. Mary's City.

### **Viewing Activity**

Students may work in pairs for this activity. Tell students to open the Explore the Great Shellfish Bay link under The Land And Its People section of the Exploring Maryland's Roots Web site. This link may be found at <http://mdroots.thinkport.org/interactives/greatshellfishbay/intro.asp>

Explain to them that they will be using this interactive to research and collect information about key geographic characteristics of the Chesapeake Bay, and to learn what early explorers encountered when they first came to the area. Tell students to click on the "Begin the Interactive" button. When the next page appears, they will click on the "start" button to go to the interactive map. Once on the map, students will roll the cursor over the map to expose highlighted hot spots. Tell them to double click on these hot spots to access information about the Bay.

Ask them to open up the worksheet "My Journal of Exploring the Chesapeake Bay" (or pass out copies of the handout to the students). Explain to students that they will be writing in the Explorer's Journal Organizer from the perspective of a 17th century explorer who is experiencing the Bay for the first time. Their task is to collect information about the Great Shellfish Bay and record it on their worksheet. Tell students that they will write in their journals when they reach the markers that are specified in their journals. Students will not create a journal entry for every marker. You may wish to model with your students how to write a narrative account of what the explorers encountered with your students. To accomplish this, you may choose to complete the first journal entry with your students.

### **Postviewing Activity**

1. After students have completed the organizer, lead students in a discussion about the characteristics of the Great Shellfish Bay during this time period. Questions for this discussion might include the following:

- What do you think was the most difficult situation explorers faced during this time period? (Answers might include being far from civilization as they knew it, not knowing what they were going to come across, not knowing if the natives were dangerous or not etc.)
- What geographic features make the Chesapeake Bay unique? (Answers might include the fact that it's the largest estuary in Eastern North America, its abundance of shellfish, marshes that attract and support an abundant plant and animal life. etc.)
- What do you think would have scared you the most if you had been exploring the bay during this time period? (Accept any reasonable answer.)
- What characteristics of 17th century Chesapeake Bay do you think would have encouraged people to settle in this area? (Answers might include plenty of fresh water, good climate, rich farmland, tall trees, and a good food supply including fish, fowl, shrimp, crabs, animals, nuts, berries, and herbs.)

### Extension Activity

Have students use the information they collected in their Explorer's Journal Organizers to write a letter home to convince a friend or a family member to either come and settle, or not settle, in Chesapeake Bay. Ask students to present in their letters the pros of settling in the area.

### Student Directions:

Have you ever wondered what life was like in The Chesapeake Bay when 17th century explorers arrived? Today you will sail around the "Great Shellfish Bay" and see this area from the point of view of one of the early explorers.

## VOLUNTARY STATE CURRICULUM

**2.0 Geography:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Grade 5

1. Locate places and describe human and physical characteristics of those places using geographic tools.
  - a. Describe the geographic characteristics of colonial America using maps.

## 2.0 Comprehension of Informational Text

Grade 5

A. Comprehension of Informational Text

1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts
  - a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge

## Grade 8

### A. Comprehension of Informational Text

1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and electronic informational texts

a. Read, use, and identify the characteristics of primary and secondary sources of academic information

### **The Students will:**

be able to identify key geographic characteristics of the Chesapeake Bay including cape, peninsula, estuary, compass rose, and marsh.

### **The Students will:**

be able to list and discuss which characteristics would encourage people to settle this area.

**Directions:** As you navigate the Explore the Great Shellfish Bay Interactive Map you are responsible for researching and collecting information about geographic characteristics of the Chesapeake Bay that encourage people to settle there . Open the site and click on the "Begin the Interactive" button. When the next page appears, click on the "start" button to go to the interactive map. Once on the map double click on the names of locations in the bay area. Complete the worksheet "My Journal of Exploring the Chesapeake Bay" using the informatoon from the map.

**Explore the Great Shellfish Bay** The Explore the Great Shellfish Bay Interactive Map allows you to explore the Bay from the perspective of an early explorer. Clicking on highlighted areas of the map will provide you with in-depth information about the Bay and will allow you to read what some 17th century explorers had to say about the area.

<http://mdroots.thinkport.org/interactives/greatshellfishbay/intro.asp>

What was the Chesapeake Bay like when 17th century explorers arrived?

Collect information from the Explore the Great Shellfish Bay Interactive Map and record it in the My Journal of Exploring the Chesapeake Bay Organizer. Remember to write in your journal from the perspective of a 17th century explorer who is experiencing the bay for the first time.

My Journal of Exploring the Chesapeake Bay worksheet printable version ([View](#))

My Journal of Exploring the Chesapeake Bay worksheet answer key ([View](#))

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Activity Signature

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