



Below you will find the Goals and Standards for each activity presented in the “Catch Up” with John Smith” social studies section of the Teachers’ Lounge at www.missmaggie.org . Here we offer you some tips, suggestions and extension ideas for each activity. You will also find an answer key if appropriate. Note many of the answers to the social studies activities will vary. While the activities presented are designed to be self-guided, we hope you will choose to expand on some of the topics presented through these extension ideas. Have some ideas of your own? Please feel free to share and we will post them here. Contact our Project Coordinator, Jessica Mocarski at Jessica@missmaggie.org

“Regions of North America: The Chesapeake Bay”

Goals and Standards

Students will read an article about the economics of the Chesapeake Bay, particularly the life of watermen. They will provide short answers to demonstrate their understanding of the content and will answer higher order questions designed to encourage deeper thought about economics. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards, Production, Distribution, and Consumption along with Culture and People, Places and Environment.

Suggested Reading:

- ***Waterman’s Child*** by Barbara Mitchell. This book tells the story of generations of people who made their living from the beautiful waters of the Chesapeake Bay.

Tips:

- Discuss with children the consequences of pesticide sprays and sediment as they eventually relate to humans. Families may have to move to make a better living or take new jobs. This is an important discussion point for students as they delve deeper into social studies concepts: the interrelatedness of environment and economics.
- Primary teachers: You may want to activate background knowledge by discussing bold-face words before children read

Extension ideas:

- Is there a company in your area engaged in harmful environmental practices? Have your class write to company headquarters and ask them to take a look at this practice. Likewise, if there is a company going above and beyond in the environmental arena have your students write them a thank you. Encourage children to realize their voice!
- Ask children to list jobs that have a long history in your part of the world. Discuss whether any of these jobs are “endangered” due to outside forces. Are there things your class could do to improve the situation?

Answer Key:

I. Remembering Ideas

1. brackish water
2. watershed
3. sediment
4. shipbuilding
5. Norfolk, Virginia

II. Putting It Together

1. Answers may include the following points: Building has hurt the water, the recreation industry has caused pollution, and fertilizers and pesticides have hurt the food chain. These have caused the watermen’s catch to become less.
2. Answers will vary. Children should give good reasons for their answers.
3. Shipbuilding is a source of jobs for many along the Bay.

“Overcoming Problems: John Smith”

Goals and Standards

Students read a short biography about John Smith. Problems he encountered as he helped settle Jamestown and as he explored the Chesapeake Bay region are highlighted. A follow-up activity presents “effects” and students are to write the cause for these effects. Attention is paid to developing better comprehension skills when reading social studies material. The activity correlates with the National Social Studies Standards, Time, Continuity, and Change and People, Places and Environment.

Note: The opening activity asks students to make predictions about other problems John Smith may have experienced. Making predictions is a well known way to encourage greater comprehension of factual material.

Tips:

- As the class reads the article, have them change their thoughts if needed. Research about good readers tells us that they activate background knowledge, they see connections between what they already know and

what the text may tell them, they make predictions as to what they will read, and they adjust their thoughts as they read.

- Model your own thought process for the students.

Extension ideas:

- Have children prepare interview questions for John Smith. Encourage them to ask higher order questions in this interview.
- Ask one child to dress as John Smith and another as a famous newscaster. Partners could either tape their interviews or present them to the class (or another class). Research the type of scenic background that may be appropriate for the 1600s. Paint a backdrop for the interview.

Ideas for predictions (page 1):

People didn't like him.

He was hurt in battles.

He was a prisoner.

Someone in his family had died.

There was disease

There wasn't much food.

There were problems with the Algonquians.

Answer Key:

1. His father had died and he was ready for a new life.
2. The weather was harsh. Drinking water was hard to find. People got diseases.
3. He had a very bad gunpowder burn.
4. He was a good soldier.
5. A stingray hurt him.
6. Not all the people of Jamestown had been doing their fair share of work.
7. John Smith was a strong leader.

“Catch Up’ With John Smith”

Goals and Standards

Students will use ideas from the animated cartoon, ‘Catch Up With John Smith’ to complete sentences. They will unscramble letters to discover geographical names. This activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

Note: This animation combines two important curricular areas, science and social studies. The 400th anniversary of that famous explorer, John Smith, was the perfect time to highlight the problems of the Chesapeake Bay.

Tips:

- If the Bay isn't in your backyard, remember, this is the perfect opportunity to see similarities between parts of the globe.

- Have your students look at these ‘big picture’ connections between the Chesapeake Bay and your part of the world.
- Use this cartoon as the jumping off spot for your discussion of early explorers, settlers, etc. in the United States or other parts of the world. Compare John Smith to people of note in your curriculum.

Answer Key:

1. Maggie’s new adventure is set in St. Michaels, Maryland.
2. Kuma and Maggie have just won a sailboat race.
3. Jenny is having a celebration feast.
4. Maggie thinks that when John Smith sailed the Chesapeake Bay there were no restaurants, boat harbors, or houses.
5. Dude remembers when a blue crab bit his nose.
6. Jenny is mad because she can’t find any jumbo crabs.
7. Maggie’s friend, Lauren, owns a dog named Rosie.
8. Lauren’s family has a difficult time finding crabs and oysters in the Bay.
9. Maggie is hit in the head with a ketchup bottle.
10. John Smith comes out of the book to talk with Maggie.
11. John Smith wonders what happened to the wetlands.
12. He says that birds like osprey and swans used to live near the Bay.
13. He wonders what happened to the dolphins and seals that swam in the Bay.
14. John Smith thinks that progress is the problem.
15. Building along the Chesapeake Bay has caused problems.
16. The wetlands were keeping the Bay healthy.
17. Dirt and soil make sediment that hurts the water.
18. Fertilizer from farmland changes the water.
19. John Smith helps Maggie discover that if you take better care of the land, the water will improve.
20. At the end of the cartoon, John Smith winks at Maggie.

The headlands are Cape Charles and Cape Henry.
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“Life As A Lighthouse Keeper”

Goals and Standards

Students will read an article about the life of lighthouse keepers. Literal and critical questions aid students in thinking about the content of the social studies text and serve as practice for the development of test-taking skills. This activity is available on the primary and intermediate levels. It correlates with the National Social Studies Standards: Culture and Individuals, Groups, and Institutions.

Suggested Reading: ***Keep the Lights Burning, Abbie***, by Roop and Roop.

Note:

We want to help you better prepare your students for success. The two parts of this activity focus on getting children to look back in the story for answers (the literal section) and encouraging children to think critically by applying facts and ideas from the text to their own ideas and backgrounds. I feel it is important for us to help parents and yes, even children, understand that critical thinking/comprehension questions do require a literal understanding of material. Too often, I find that some people think critical thinking is merely writing or saying your opinion. Good answers to critical thinking questions will be based on facts.

We need to help our children understand the importance of substantiating their reasoning. Many states now require children to use facts in a writing portion of tests. Activities like this one help prepare students for this requirement.

Extension ideas:

- Encourage children to research other unique jobs. Encourage children to explain the positive and negative points of this job.
- Individuals or small groups could construct Venn diagrams to show how a chosen job may compare and contrast with a lighthouse keeper.
- Have students give a speech from the perspective of someone who holds the job they researched.
- Have a friendly competition to see how many unusual jobs your class discovers. Find someone in your community who holds a unique position. Invite that individual to make a presentation in your classroom.
- Ask children to think of a different title for the activity.

Answer Key: Primary

Literal

1. 20
2. 30
3. 7
4. 8
5. 17
6. 14
7. 10

Answer Key: Intermediate

Literal

8. 24
9. 35
10. 9
11. 12
12. 21
13. 18
14. 13

Primary and Intermediate

Critical – Answers will vary but ideas such as those indicated below should be expressed.

1. Lighthouse keepers must check lights during the night and do routine tasks during the day. Boredom may lead to feeling tired, too.
2. Someone who loves the sea or enjoys being alone would make a good lighthouse keeper.
3. Different answers will be found.