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School or Institution: Isle of Wight Academy

Projected Date for Implementation: April 2015

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| <b>Title of Activity</b>                   | <i>Captain John Smith: Fact or Fiction (or with 3<sup>rd</sup> graders – Captain John Smith: True or False)</i>   |
| <b>Overview</b>                            | Separate Fact from Fiction with the Primary Resources of the Library of Congress. Unlimited resources available at your fingertips – for FREE! Whatever your question – ask the Experts – YOUR Library! Check out the <a href="#">Library of Congress Teachers web page</a> and its Collections page.   |
| <b>Essential or Investigative Question</b> | Was Captain John Smith real? How do you know?   |
| <b>Audience</b>                            | <p><b>This activity is best suited for educators of the following grade level:</b></p> <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Grades 3-5 *** Especially, but application in other curricular</li> <li>• Grades 6-8</li> <li>• Grades 9-12</li> </ul> <p><b>This activity is best suited for educators of the following content areas:</b></p> <ul style="list-style-type: none"> <li>• Art</li> <li>• English Language Arts</li> <li>• General</li> <li>• Library Media</li> <li>• Literacy: Reading Language Arts</li> <li>• Social Studies ***</li> </ul>   |
| <b>Time Required</b>                       | About one (1) hour presentation and additional 30 – 60 minutes to follow up online at the <a href="http://www.loc.gov/">http://www.loc.gov/</a> to tailor to individual curriculum.   |
| <b>Goal</b>                                | Help adults/teachers develop inquiry skills and teaching skills using primary sources by examining primary sources and comparing them to secondary sources. Primary sources would include exploration maps drawn by Captain John Smith and the will of Captain John Smith. The will is instrumental in putting skin on Captain John Smith – insight into the man. Secondary sources would include texts and segments of Disney’s film and print “Pocahontas.”   |
| <b>Standards</b>                           | <ul style="list-style-type: none"> <li>• <b>1.1 Skills 1.1.1</b>-Follow an inquiry- based process in seeking knowledge in curricular subjects and make the real-world connection for using this process in own life.</li> <li>• <b>1.1.2</b>-Use prior and background knowledge as context for new learning.</li> <li>• <b>1.1.4</b>-Find, evaluate, and select appropriate sources to answer questions.</li> <li>• <b>1.4 Self-Assessment Strategies 1.4.1</b>-Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</li> <li>• <b>1.4</b>.-Use interaction with and feedback from teachers and peers to guide own inquiry process.</li> </ul> |
| <b>Objectives</b>                          | <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> </ul>   |



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|                               | <ul style="list-style-type: none"> <li>• Access teaching tools and primary sources from <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>.</li> <li>• Identify key considerations for selecting primary sources for instructional use (e.g. - student needs and interests, teachings, etc.).</li> <li>• Access primary sources and teaching resources from <a href="http://www.loc.gov/">http://www.loc.gov/</a> for instructional use.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> <li>• Demonstrate how primary sources can support at least one teaching strategy (e.g. - literacy, inquiry-based learning, historical thinking, etc.).</li> <li>• Create primary source-based activities that help students engage in learning, develop critical thinking skills, and construct knowledge.</li> </ul> |
| <b>Digital Resources</b>      | <ul style="list-style-type: none"> <li>• <b>Primary sources:</b> <ul style="list-style-type: none"> <li>○ Title - Virginia</li> <li>○ Date created/published - London; 1624</li> <li>○ Creator/Author - Smith, John, 1580-1631.</li> <li>○ URL - <a href="http://www.loc.gov/item/99446115/">http://www.loc.gov/item/99446115/</a></li> </ul> </li> <li>• <b>Primary resources:</b> <ul style="list-style-type: none"> <li>○ Title-The last will and testament of Captain John Smith: with some additional memoranda relating to him.</li> <li>○ URL - <a href="http://lccn.loc.gov/06036157">http://lccn.loc.gov/06036157</a></li> </ul> </li> </ul>   |
| <b>Classroom Materials</b>    | <ul style="list-style-type: none"> <li>• Smart Board or LED projector w/ laptop.</li> <li>• Handouts including Library of Congress analysis of primary sources.</li> <li>• <a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf</a></li> <li>• The last will and testament of Captain John Smith : with some additional memoranda relating to him (<a href="http://lccn.loc.gov/06036157">http://lccn.loc.gov/06036157</a>)</li> <li>• Copies of Disney’s Pocahontas – DVD &amp; print</li> </ul>  |
| <b>Preparation</b>            | <ul style="list-style-type: none"> <li>• Reading of necessary background material.</li> <li>• Detailing the printing of handouts.</li> <li>• Preparing to display an item on screen or projector.</li> <li>• Room arrangement, if necessary .</li> <li>• Provide water/coffee &amp; snack</li> </ul>  |
| <b>Procedure</b>              | <ul style="list-style-type: none"> <li>• Remember to model strategies to be used with students.</li> <li>• Use a new number for each new step. Bulleted sub-steps may be included under a numbered item.</li> <li>• Make each step a distinct task – a directive.</li> <li>• Write procedures as concisely as possible using clear, direct language.</li> <li>• Divide into groups and allow time to further search/analyze topic and materials presented.</li> <li>• Facilitate groups as they investigate topic of their choice as time allows.</li> </ul>  |
| <b>Assessment/ Reflection</b> | <ul style="list-style-type: none"> <li>• Observe groups as they investigate topic of their choice as time allows.</li> <li>• The learner will demonstrate success in accessing and analyzing primary documents for a subject of their choosing. The learner will utilize the primary source analysis tools of the Library of Congress.</li> </ul>   |



Various sources from the Library of Congress website:

- [http://memory.loc.gov/cgi-bin/query/r?ammem/lhbc:@field\(DOCID+@lit\(lhbc0262adiv12\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/lhbc:@field(DOCID+@lit(lhbc0262adiv12))):

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But his waking mind in hydeous dreames did oft see wondrous shapes,  
Of bodies strange, and huge in growth, and of stupendious makes.

*How Powhatan entertained him.*[Ill. 49.]

At last they brought him to Meronocomo, where was Powhatan their Emperor. Here more then two hundred of those grim Courtiers stood wondering at him, as he had beene a monster; till Powhatan and his trayne had put themselves in their greatest braveries. Before a fire upon a seat like a bedsted, he sat covered with a great robe, made of Rarowcun skinnes, and all the tayles hanging by. On either hand did sit a young wench of 16 or 18 yeares, and along on each side the house, two rowes of men, and behind them as many women, with all their heads and shoulders painted red; many of their heads bedecked with the white downe of Birds; but every one with something: and a great chayne of white beads about their necks. At his entrance before the King, all the people gave a great shout. The Queene of Appamatuck was appointed to bring him water to wash his hands, and another brought him a bunch of feathers, in stead of a Towell to dry them: having feasted him after their best barbarous manner they could, a long consultation was held, but the conclusion was, two great stones were brought before Powhatan: then as many as could layd hands on him, dragged him to them, and thereon laid his head, and being ready with their clubs, to beate out his braines, Pocahontas the Kings dearest daughter, when no intreaty could prevaile, got his head in her armes, and laid her owne upon his to save him from death: whereat the Emperour was contented he should live to make him hatchets, and her bells, beads, and copper; for they thought him aswell of all occupations as themselves. For the King himselfe will make his owne robes, shooes, bowes, arrowes, pots; plant, hunt, or doe any thing so well as the rest.

*How Pocahontas saved his life.*

They say he bore a pleasant shew,  
But sure his heart was sad.

<http://lcn.loc.gov/06036157>

Personal Name [Smith, John, 1580-1631.](#)

Main title: The last will and testament of Captain John Smith : with some additional memoranda relating to him.

Published/Created Cambridge [Mass.] : Press of J. Wilson and Son, 1867.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/jamestown/colonist.html>

Captain John Smith Describes the Voyage of the First Jamestown Colonists - American Memory Timeline-Classroom Presentation

[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/jamestown/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/jamestown/pdf/teacher_guide.pdf)

Teacher's Primary Source Set – Jamestown

Disney's Pocahontas (print or video) vs the Real John Smith

Google Maps – Jamestown - 2015

<https://www.google.com/maps/d/viewer?oe=UTF8&ie=UTF8&msa=0&mid=zaovHjF-BFH8.kUpfV1VcVBZE>

