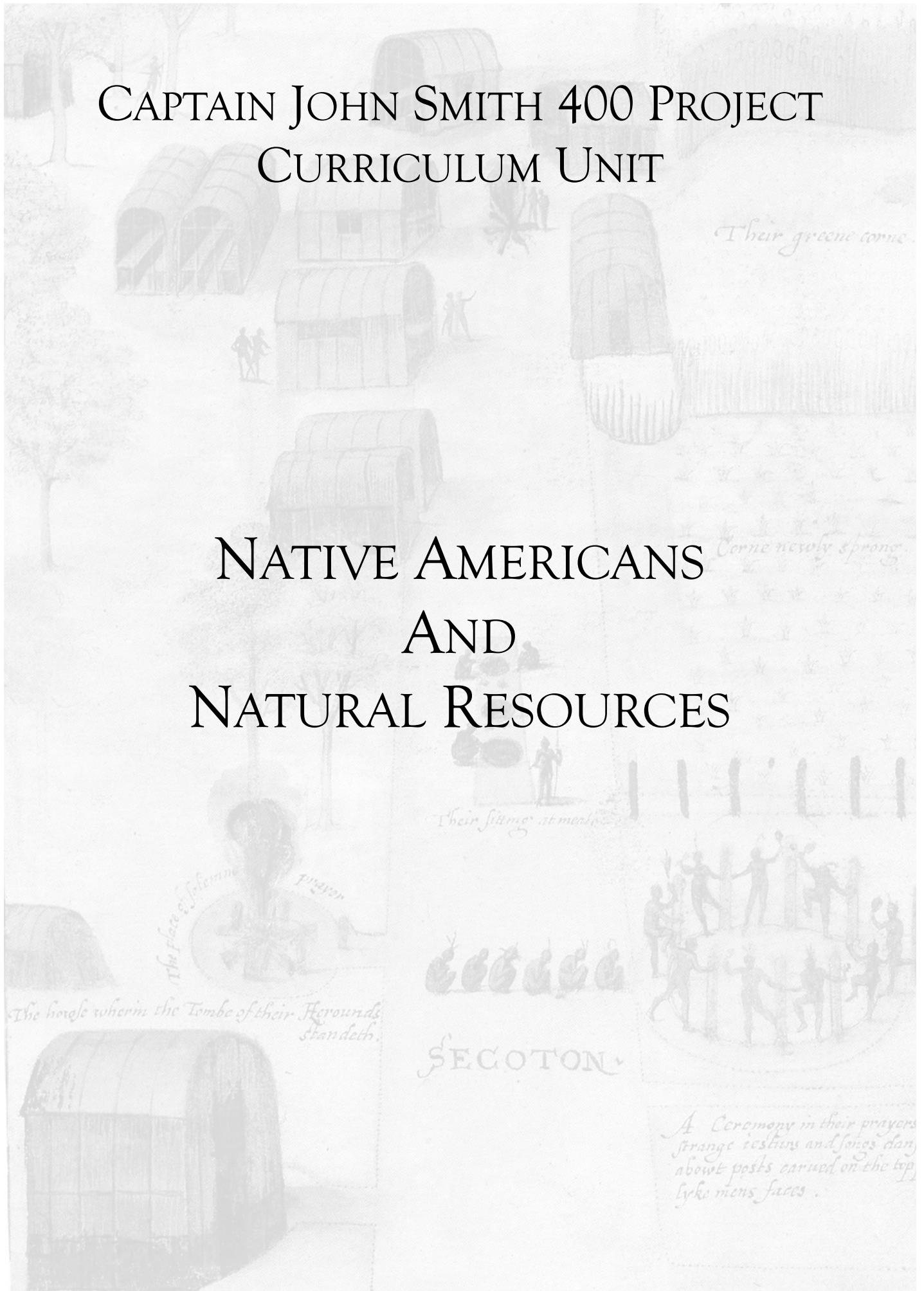


CAPTAIN JOHN SMITH 400 PROJECT CURRICULUM UNIT

NATIVE AMERICANS AND NATURAL RESOURCES



TITLE: Native Americans and Natural Resources

DEVELOPED BY: Chris Cerino, Sultana Projects, Inc.
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Pat Robeson, Maryland Geographic Alliance

GRADE/S: 4/5

CLASS PERIODS/DURATION: 3

VSC STANDARDS/INDICATORS:

Social Studies Grade 5

2.A.1. Describe the various cultures of colonial societies and how the environment influenced them
c. Describe the impact of location on the Native American way of life

3.D.1. Explain why people modify the natural environment and the impact of those modifications
a. Compare ways Native American societies used the natural environment for food, clothing, shelter

OBJECTIVE:

Students will be able to:

- identify Indian tribes/chiefdoms that lived in the Chesapeake region in the early 1600's
- identify a potential site for an Indian town based on the presence of natural resources in the area
- identify natural resources that American Indians of the Chesapeake region used for food, clothing, and shelter

VOCABULARY:

<i>natural resources</i>	renewable and non-renewable products of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, trees, climate, soil, fire, seeds, grain and fruit
<i>arrow arum</i>	(also called tuckahoe) a tuber found in marshy areas that produces a potato-like root. The root was gathered in large quantities by local tribes, sun dried, and eaten
<i>shellfish</i>	also known as mollusks; these soft-bodied animals such as clams, oysters, and mussels usually live within hard shells. All mollusks have a "foot" which is generally used for propulsion
<i>whelk</i>	a type of mollusk, similar to a conch, that was eaten by Indian tribes on the lower Bay. Whelk shells were a valuable trade good.
<i>sapling</i>	a young, green tree
<i>palisade</i>	a wall built around an Indian village for defensive purposes, often covered with tree bark
<i>tribe</i>	a group of Indian families living together in a geographic region
<i>chiefdom</i>	a group of tribes ruled by a single chief

MATERIALS/RESOURCES:

Students:	Handout #1	<i>Brainstorming Activity: KWL Chart</i>
	Handout #2	<i>American Indians of the Chesapeake Bay: An Introduction</i>
	Handout #2a	<i>American Indians of the Chesapeake Bay (worksheet)</i>
	Handout #3	<i>Map - Tribes/Chiefdoms Recorded by John Smith</i>
	Handout #3a	<i>Map - Modern Cities on the Chesapeake</i>

Handout #3b *American Indians of the Chesapeake Bay - Who Lived Where? (worksheet)*
Handout #4 *Natural Resource Cards*
Handout #5 *Map of the Sassafras River*
Handout #5a *Where Was the Village? (worksheet, part 1)*
Handout #5b *Where Was the Village? (worksheet, part 2)*
Handout #6 *Map - John Smith's 1612 Map of the Tochwogh flu*

Teacher: Transparency #1 *Natural Resources Used by American Indian Tribes of the Chesapeake Bay Region*
Natural Resource Cards - one full set for the game *What Am I?*

TEACHER BACKGROUND:

When Captain John Smith sailed up the Chesapeake Bay in the summer of 1608, he encountered American Indian civilizations that had already been in place for over 10,000 years. Most tribes spoke an Algonquian dialect (with the exception of the Susquehannocks, who lived just north of present day Havre de Grace and spoke Iroquoian) and lived in semi-permanent villages consisting of several family groups. Each village was strategically located near the water's edge to take advantage of the many natural resources the Chesapeake Bay had to offer. In the spring, shad, herring and striped bass filled the rivers and streams during their annual spawning runs and were netted by the thousands. Summer months were spent tending gardens that produced corn, beans, and squash. In the fall, nuts such as acorns, chestnuts and walnuts were gathered from the forest floor. Oysters, clams and mussels provided food year-round, and hunting parties were sent out periodically to harvest deer, bear and other large mammals. Other important foods included tuckahoe (arrow arum), a starchy tuber found in marshes that produces a potato-like root, and wild rice.

Indian towns also needed to be easily defended from raiding tribes. As a result, towns were sometimes surrounded by palisades, walls built for defensive purposes. Naturally defensible geographic features such as high bluffs were often desirable locations for settlements.

Living alongside the world's most productive estuary, the Algonquian-speaking peoples of the Chesapeake region were able to thrive. Major tribes and chiefdoms living in what is now Maryland included the following:

- *Tockwogh* - this village was located along the Sassafras River in present-day Kent County, perhaps in the vicinity of Kentmore Park on Turner's Creek
- *Ozinies* - this village was located at the mouth of the Chester River near present-day Rock Hall
- *Kuskarawoak* - this chiefdom inhabited the lands around the Nanticoke River in southern Dorchester County and northern Wicomico County. Today this group is referred to as the Nanticoke Indians.
- *Wighcocomocos* - the Wighcocomocos inhabited the lands around the Pocomoke River in Worcester and Somerset Counties. Today this group is referred to as the Pocomoke Indians.
- *Accohanock* - this village was located in the southern portion of the Delmarva peninsula in Somerset County
- *Pawtuxunt* - this tribe inhabited lands along the Patuxent River in Calvert and Charles Counties
- *Moyaons* - later known as the Piscataway (1622), this chiefdom inhabited lands along the Potomac River in the vicinity of Washington, D.C. and Mount Vernon
- *Susquesahannough* - when Smith sailed up the Bay in 1608, this tribe inhabited lands alongside the Susquehanna River. While some towns were located in present-day Pennsylvania, the Susquehannocks' (modern spelling) influence spread well into Maryland, especially in the areas around present-day Harford and Cecil counties.

It is important to note that during his 1608 voyages of exploration, Captain John Smith missed several major rivers on the Eastern Shore. Thus, the tribes inhabiting those areas were not recorded on his map of

the region. Tributaries that Smith's party did not explore included the Choptank, Miles and Chester rivers. It is also interesting to note that Smith encountered no Indian villages on the Western Shore between the Patuxent River and the head of the Chesapeake Bay. This is because the land had been deserted due to persistent raids by the Massawomeck, who came from the mountains of western Maryland.

As European settlers poured into Maryland in the middle/late 1600's, the effects on the region's Indian inhabitants were disastrous. Warfare, murder and disease all took a heavy toll on the Native population. By the late 1700's, most tribes had disbanded, moved inland, or joined forces with other chiefdoms. Others had been confined to reservations. By the 1800's, even the reservations were lost. Still, several Maryland tribes such as the Piscataway (Charles County, western shore), Nause-Waiwash Nanticoke (Dorchester County, Eastern Shore) and Accohannock (Somerset County, Eastern Shore) are still active today and work to preserve their culture.

LESSON DEVELOPMENT:

1. Start the lesson by explaining for that the next two/three class periods the students will be learning about the Indians that lived in the Chesapeake region. What do they already know about the Indians that lived in this area? To find out, give each student a copy of the KWL chart provided in this lesson plan (Handout #1). Fill in the first two columns of the chart as a class. In the first column, have students raise their hands to contribute facts that they already **Know** about local Indian tribes. In the second column, have the students list what they **Want** to find out. Once the columns are filled in, have the students place the chart in a safe place (notebook, desk, locker, etc.) and explain that the third column - what the students have **Learned** - will be filled in at the end of the lesson.
2. Give each student a copy of the handout entitled *American Indians of the Chesapeake Bay: An Introduction* (Handout #2). Have the students take turns reading out loud as the rest of the class follows along. Once the selection is completed, have each student fill in the comprehension questions on the worksheet provided (Handout #2a). This makes a nice homework assignment if the students don't finish the work before the period ends.
3. Divide the students into small groups (4-5 students per group). Explain that they are going to compare and contrast two different maps of the Chesapeake Bay region. One map contains the names of the American Indian tribes/chiefdoms encountered by John Smith during his voyages of exploration in 1608 (Handout #3). The second map shows the names of modern cities and towns (Handout #3a). Hand each group a set of maps and the associated worksheet (Handout #3b). Have the students work together to answer the questions on the worksheet. Once all of the groups are finished, go over the answers as a class.
4. Explain that the lives of local Indian tribes were heavily influenced by the natural resources they had at their disposal. The abundance, or lack thereof, of various resources determined where villages were located, the types of clothing worn, what goods were traded, and what hunting and fishing techniques were used. Ask students what local natural resources might have been important to the Indian tribes of the Chesapeake region. Record student responses on the blackboard. (*answers might include: fish, deer, bear, various types of plants and trees, etc.*)
5. Next, project the transparency entitled "*Natural Resources Used by American Indian Tribes of the Chesapeake Bay Region*" (Transparency #1). Read the passage as a class. When finished, have the students look at the drawings and discuss how local tribes might have used each plant or animal

in their daily lives. (Examples: *deer - food, clothing and tools; turtle - food and tools; beaver - food, clothing, trade goods; geese - food, feathers for decoration; oysters - food and tools; shad - food; arrow arum - food; cattails - mats for seating and covering houses; white oak - used for food (acorns), tools (bows), and house construction; wild rice - food*)

- Have the students work in small groups of 4-5. Give each group the handout “*Natural Resource Cards*” (Handout #4). Tell the students to cut out the cards along the dotted lines, as well as the words found on the last page containing the names of eight different categories. These categories include: fish, shellfish, fur-bearing animals, marsh plants, trees, turtles, birds, and berry-producing plants. The students must work together to read the cards and place them in the proper categories on their desk/s. The final columns for each category should read as follows:

FISH	SHELLFISH	FUR-BEARING ANIMALS	MARSH PLANTS
Hickory shad	Eastern oyster	Raccoon	Arrow arum
American shad	Whelk	Opposum	Wild rice
River herring	Soft shelled clam	River otter	Cattails
Bullhead catfish	Mussels	Black bear	
Atlantic sturgeon	Hard clams	Gray squirrel	
Striped bass		Mink	
Bluefish		Whitetail deer	
		Beaver	
TREES	TURTLES	BIRDS	BERRY-PRODUCERS
Oak	Diamondback terrapin	Mallard ducks	Blueberries
Bald cypress	Box turtle	Wild turkey	Blackberries
Black walnut		Canada geese	Red raspberries

- Discuss how the items in each category might have multiple uses for the Native Americans of the Chesapeake region. For example, fish could be eaten and their bones could be used to make tools. Fur-bearing animals were eaten, their hides were used for clothing/trade goods, and their bones were made into tools. Trees produced food (acorns, walnuts, etc.) and building materials (bark and saplings for homes, wood for bows and dugout canoes). Shellfish such as oysters, clams and whelk were eaten; their shells were used to make tools and beads.
- After the students have become familiar with the natural resource cards, play the game, “*What Am I?*” Give one card to each student. Have each student tape his/her card to the back of another child in the class in a manner that shields the card from view of the student receiving it. Once every student has a card attached to his/her back, they must walk around the classroom asking other students “Yes” or “No” questions to find out what species of plant or animal they have attached to themselves. For example, a student might walk up to another child and ask, “Am I a plant? Am I an animal? Do I live on land? Do I live in the water? Am I a reptile? mammal? mollusk?” Once every child has correctly guessed what type of organism is attached to his/her back, the game is over. Have the students sit back in their desks. This is a fun way to have students become more familiar with the natural resources local Indian tribes had at their disposal.

ASSESSMENT:

Give each student a map of the Sassafras River (Handout #5). Tell students that on the map there are five potential village sites labeled A, B, C, D, and E. Tell them to carefully examine each site and list the “Pros” and “Cons” of each location on the first worksheet entitled “*Where Was the*

Village?” (Handout #5a). Finally, each student will pick the site that he/she thinks would make the best location for the Indian village and record it on Handout #5b. The student will then write a paragraph supporting his/her choice.

POSSIBLE ANSWERS (since there is no right or wrong answer to this exercise, answers will vary)

- Site A - Pros: naturally defensible due to high bluffs, near forest
Cons: susceptible to raids from hostile tribes
- Site B - Pros: close to tuckahoe and fertile soils
Cons: susceptible to raids from hostile tribes
- Site C - Pros: close to fertile soil, tuckahoe, spawning fish, defensible due to high bluffs
Cons: somewhat susceptible to raiding tribes
- Site D - Pros: close to fertile soil, tuckahoe, spawning fish, forest, defensible due to high bluffs
Cons: none
- Site E - Pros: close to fertile soil, tuckahoe, spawning fish, forests
Cons: lack of high bluffs make it somewhat susceptible to raids

CLOSURE:

Have students complete the “Learned” column on the KWL chart. Have them share the information with the rest of the class.

EXTENSION:

Have the students examine the handout “*John Smith’s 1612 Map of the Tockwogh Flu*” (Handout #8). This is Smith’s depiction of the Sassafra River, where he visited the Indian town of Tockwogh in August 1608. Compare Smith’s map to the modern map the students worked with to select their village site. How accurate is Smith’s depiction of the river? Where might the village of Tockwogh be located on the modern map? (*perhaps next to Turner’s Creek, in the vicinity of Site D on the worksheet*).

DIRECTIONS: Fill in the first two columns of the KWL chart to list things that you already **K**now about American Indians of the Chesapeake region and what you **W**ant to find out. After you have finished with this lesson, fill in the third column of the chart to list all of the new things that you **L**earned.

[illegible]

AMERICAN INDIANS OF THE CHESAPEAKE BAY: AN INTRODUCTION

When Captain John Smith sailed up the Chesapeake Bay in 1608, American Indians had already lived in the area for thousands of years. The people lived off the land by harvesting the natural resources the Bay had to offer. In the spring, thousands of shad, herring and rockfish were netted as they entered the Chesapeake's rivers and streams to spawn. Summer months were spent tending gardens that produced corn, beans and squash. In the fall, nuts such as acorns, chestnuts and walnuts were gathered from the forest floor. Oysters and clams provided another source of food and were easily gathered from the water at low tide. Hunting parties were sent overland in search of deer, bear, wild turkey and other land animals. Nearby marshes provided wild rice and *tuckahoe* (arrow arum), which produced a potato-like root. With so much food available, the American Indians of the Chesapeake region were able to thrive.

Indian towns were found close to the water's edge near freshwater springs or streams. Homes were made out of bent saplings (young, green trees) that were tied into a framework and covered with woven mats, tree bark, or animal skins.

Villages often had many homes clustered together, and some were built within a *palisade*, a tall wall built with sturdy sticks and covered with bark, for defense. Some villages had a large fire pit in the center where dances and religious ceremonies took place.

Indian men often wore their hair shaved on one side so that it didn't get in the way when they fired their bows and arrows. Their clothes were made from deer hides that were softened by a process called "tanning". Earrings, necklaces, bracelets and other jewelry made from shells, bones and feathers were worn for decoration. Body paint and tattoos were also common. While men were responsible for fishing, hunting, trapping wild game and defending the tribe, the women tended gardens, wove mats and baskets, gathered firewood, made clothing and raised the children.

As Europeans flocked to the Chesapeake in the 1600's, the way of life that local tribes had experienced for thousands of years was changed forever. Invasion, disease and murder greatly lowered their numbers, causing many tribes to disband or move inland. Today, some Maryland tribes - such as the Nanticoke, Piscataway and Accohannock - still inhabit their ancestral lands and work to preserve their culture and traditions.



Captain John Smith and his exploring party encounter two Indian men spearing fish in the shallows on the lower Eastern Shore. The Indians later led Smith to the village of Accomack, where he met with the chief.

AMERICAN INDIANS OF THE CHESAPEAKE BAY

NAME: _____ DATE: _____

DIRECTIONS: Read the passage on the previous page, then answer the following questions in complete sentences.

1. What were some food sources used by local Indian tribes?

2. Why was the Chesapeake region an attractive place for Indian tribes to live?

3. Why did men wear their hair shaved on one side?

4. What jobs did the men do?

5. What jobs did women do?

AMERICAN INDIANS OF THE CHESAPEAKE BAY

ANSWER KEY

DIRECTIONS: Read the passage on the previous page, then answer the following questions in complete sentences.

1. What were some food sources used by local Indian tribes?

Foods used by local Indian tribes included fish, oysters, acorns, walnuts, chestnuts, corn, beans, squash, arrow arum (tuckahoe), wild rice, deer, bear, and wild turkey.

2. Why was the Chesapeake region an attractive place for Indian tribes to live?

The Chesapeake region was an attractive place for Indian tribes to live because it had such an abundance of natural resources to offer.

3. Why did men wear their hair shaved on one side?

Men shaved their hair on one side so that it didn't get in the way when they fired their bows.

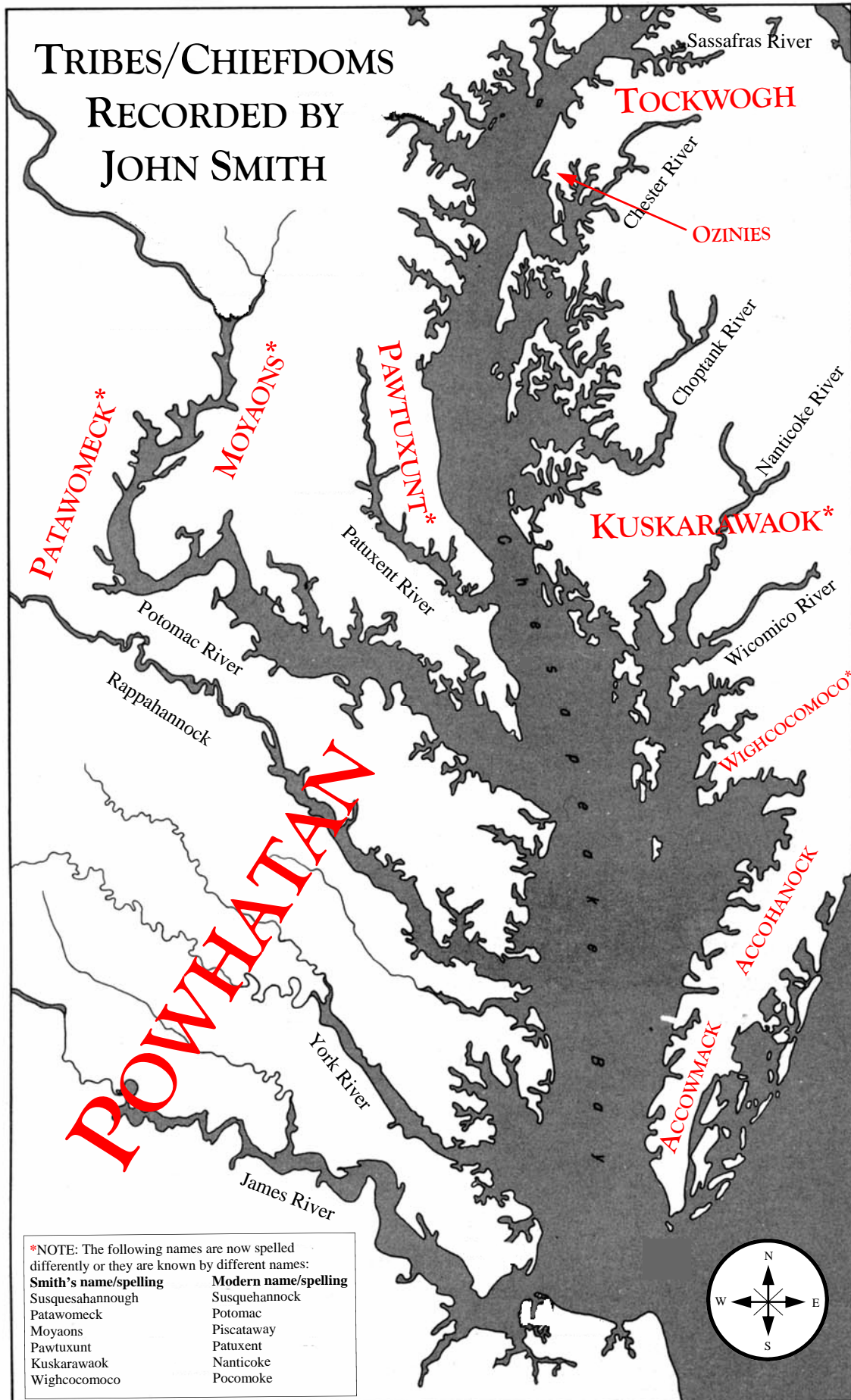
4. What jobs did the men do?

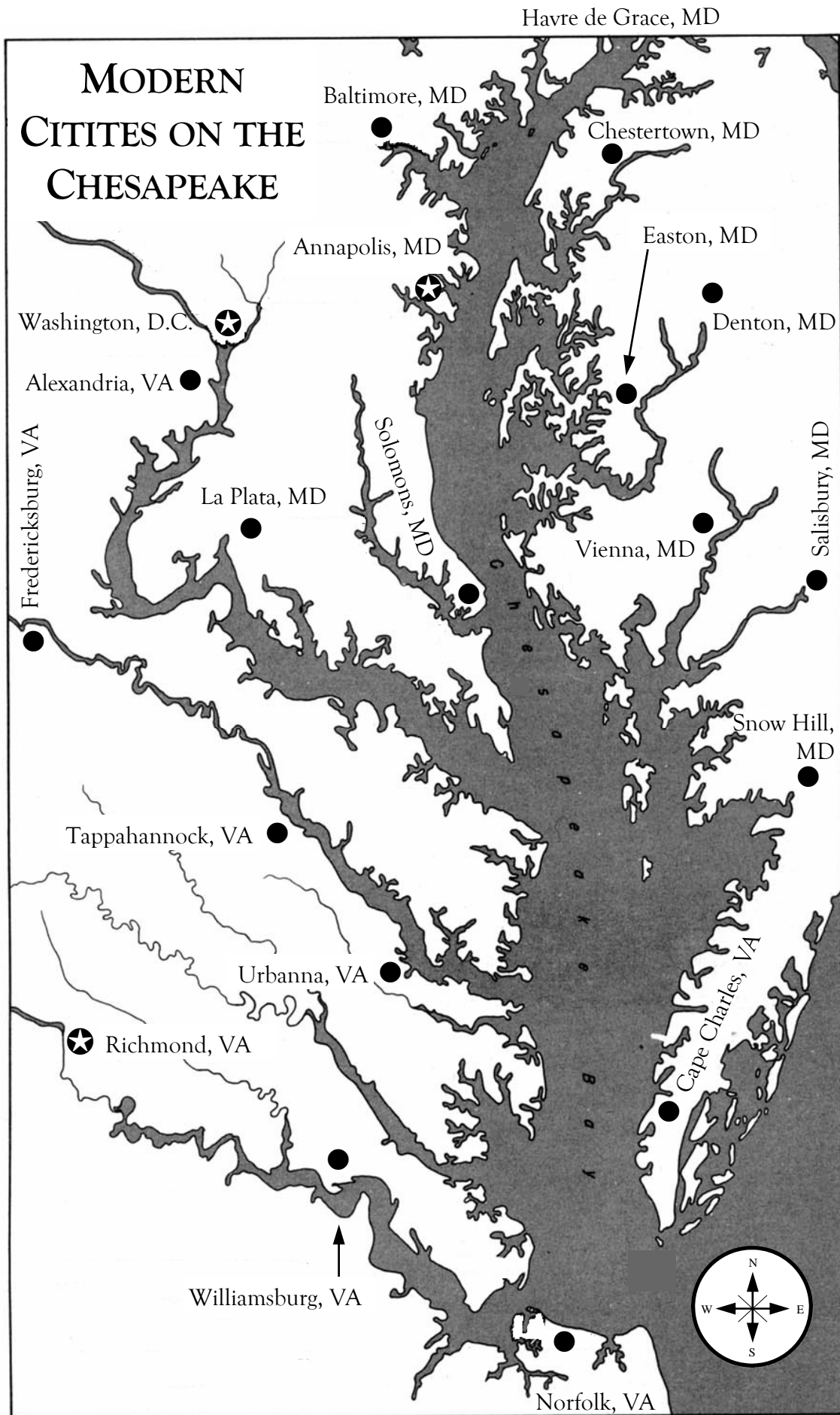
Men were responsible for hunting, fishing, trapping wild game and defending the tribe from attacks.

5. What jobs did women do?

Women were responsible for tending gardens, weaving mats and baskets, gathering firewood, making clothing and raising the children.

SUSQUESAHANNOUGH*





AMERICAN INDIANS OF THE CHESAPEAKE BAY: WHO LIVED WHERE?

NAME/S: _____ DATE: _____

DIRECTIONS: Work with your group to carefully examine the two maps of the Chesapeake Bay, then answer the questions below.

1. Based on the information found on the maps, which tribe/s lived closest to your school?

2. What tribes lived closest to what is now Washington, D.C.? Give the names that John Smith used and the modern name.

3. What tribes lived at the northern end of the Chesapeake Bay? Give the names that John Smith used and the modern name.

4. What tribe lived along three Virginia rivers? Give the name of this tribe and the rivers.

5. What tribe lived near present-day Vienna, Maryland? What is the modern name for this tribe?

AMERICAN INDIANS OF THE CHESAPEAKE BAY: WHO LIVED WHERE? - ANSWER KEY

NAME/S: _____ DATE: _____

DIRECTIONS: Work with your group to carefully examine the two maps of the Chesapeake Bay, then answer the questions below.

1. Based on the information found on the maps, which tribe/s lived closest to your school?

Answers will vary pending location of school.

2. What tribes lived closest to what is now Washington, D.C.? Give the names that John Smith used and the modern name.

The tribes that lived closed to Washington, D.C. were the Patawomeck (Potomac) and the Moyaons (Piscataway).

3. What tribes lived at the northern end of the Chesapeake Bay? Give the names that John Smith used and the modern name.

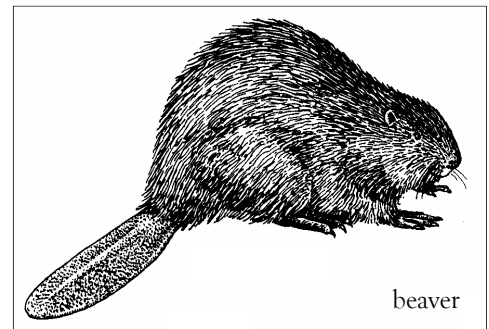
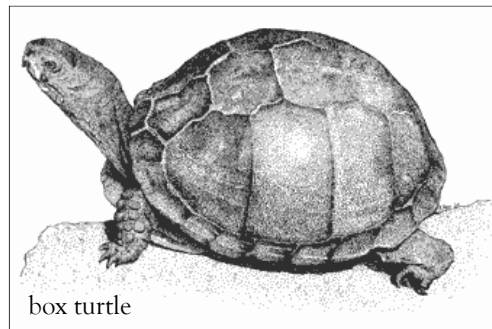
Tribes that lived at the northern end of the Chesapeake Bay included the Susquesahannough (Susquehannock) and the Tockwogh (Tockwogh).

4. What tribe lived along three Virginia rivers? Give the name of this tribe and the rivers.

The Powhatan Indians lived along three Virginia rivers. These rivers included the James, York, and Rappahannock.

5. What tribe lived near present-day Vienna, Maryland? What is the modern name for this tribe?

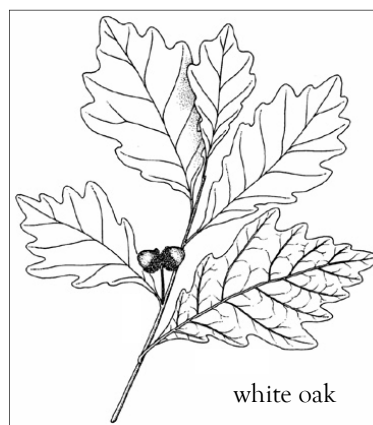
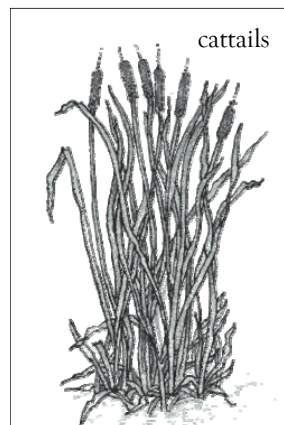
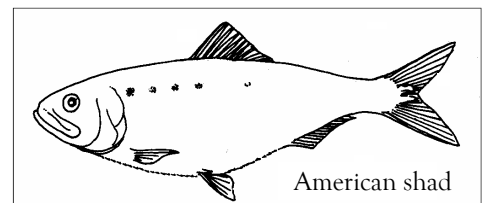
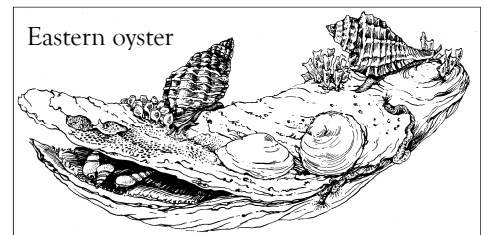
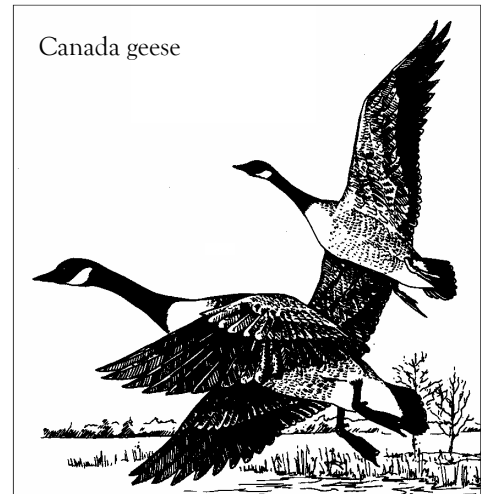
The Kuskarawaok lived near present-day Vienna, Maryland. The modern name for this tribe is the Nanticoke Indians.



NATURAL RESOURCES USED BY AMERICAN INDIAN TRIBES OF THE CHESAPEAKE BAY REGION

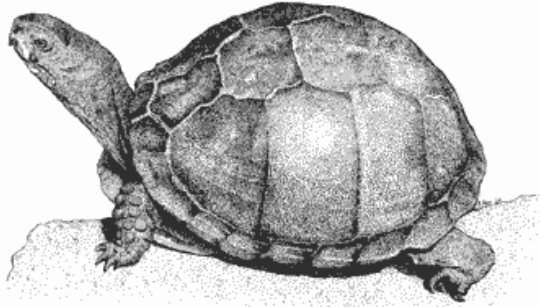
In 1608, the Indian villages lining the shores of the Chesapeake Bay were found in areas that provided easy access to food sources. Villages were often located near oyster bars or at the heads of rivers and streams where migrating fish could be caught as they swam up the Bay to spawn. Arrow arum (tuckahoe) and wild rice were harvested from nearby marshes, and corn, beans and squash were grown in the area's rich soils. The dense forests surrounding the Bay were home to deer, bear and other animals that were hunted for their meat and furs, while the trees themselves produced chestnuts, walnuts and acorns. In a way, the environment acted as a huge supermarket, providing local tribes with everything they needed for survival.

Take a look at some of the natural resources shown on this page. How many items do you recognize? How do you think each item was used?



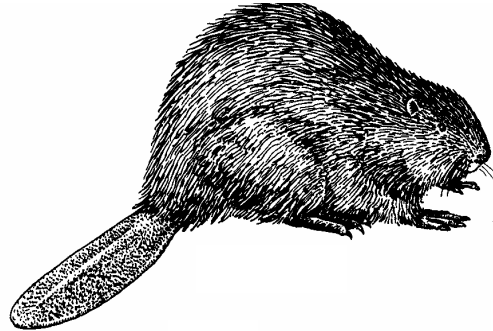
NATURAL RESOURCE CARDS

BOX TURTLE



Box turtles were easy to catch and provided the Indians with meat. Turtle shells were used as rattles and food bowls.

BEAVER



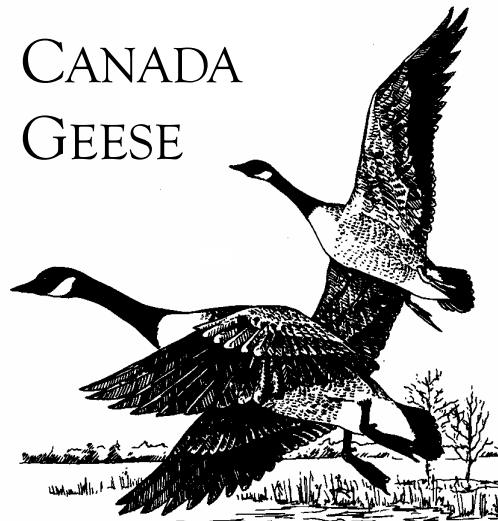
Beavers were hunted for their meat and fur. The Indians considered beaver tails to be a delicacy.

WHITETAIL DEER



Deer meat was a valuable source of protein. Hides were turned into clothing. The bones and antlers were sharpened to make knives, needles and fish hooks.

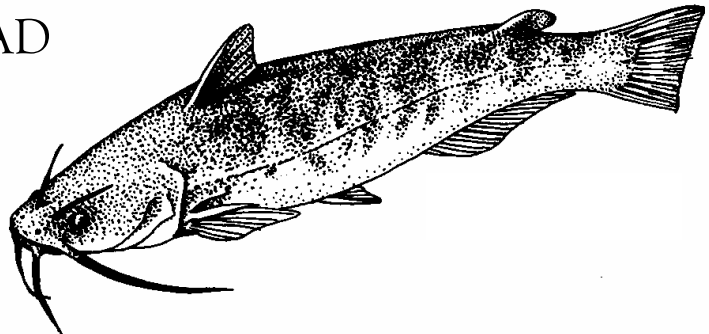
CANADA GEESE



In fall and winter, Canada geese were hunted and eaten. Feathers were used for decoration.

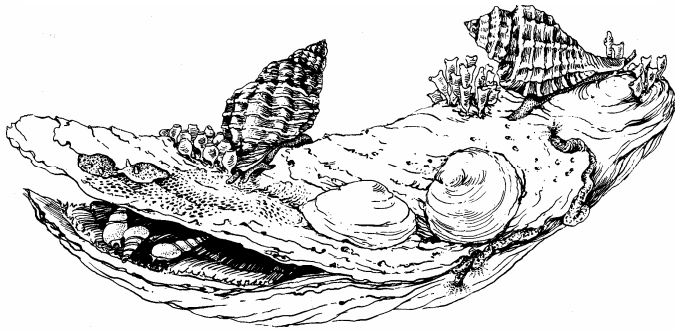
BROWN BULLHEAD CATFISH

Catfish were caught and eaten, providing a valuable source of protein to the Indians' diet. Catfish bones were used to make sharp tools.



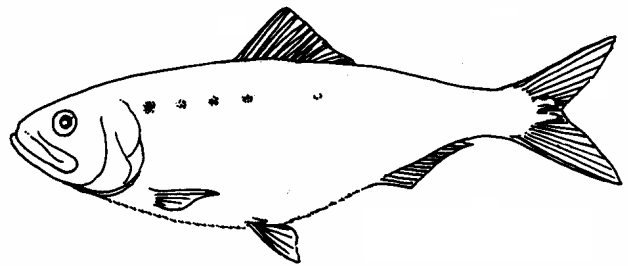
NATURAL RESOURCE CARDS

EASTERN OYSTER



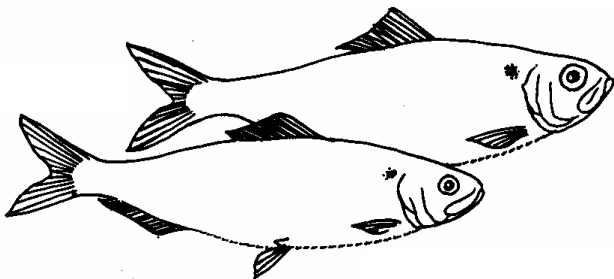
Indian villages were often located near oyster bars. At low tide, oysters were gathered and eaten raw or cooked/smoked over an open fire.

AMERICAN SHAD



In the spring, millions of shad swam up the Bay's rivers and streams to spawn. Indians netted these fish by the thousands, providing tribes with a valuable source of food.

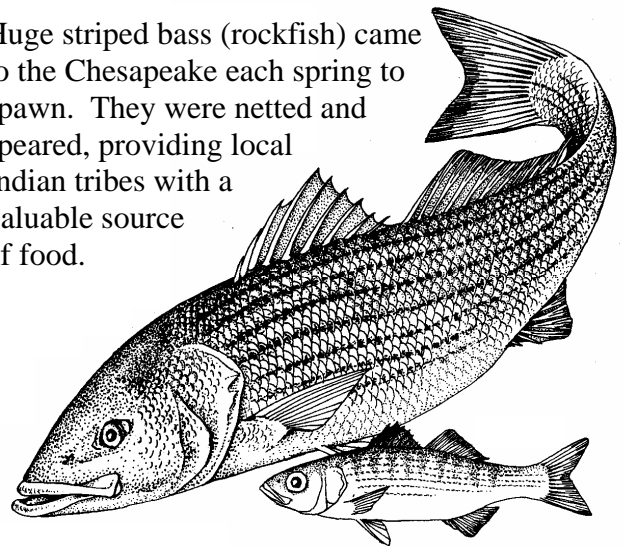
RIVER HERRING



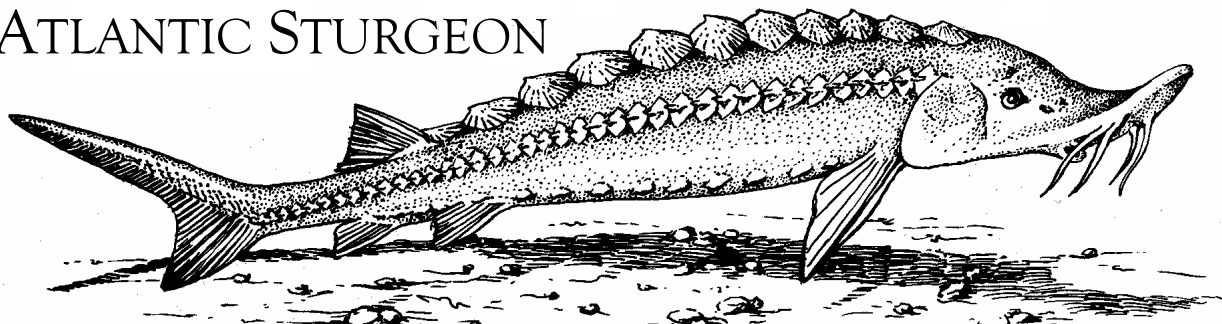
In the spring, millions of herring swam up the Chesapeake Bay's rivers and streams to spawn. Indians netted and trapped these fish by the thousands, providing tribes with a valuable source of food.

STRIPED BASS

Huge striped bass (rockfish) came to the Chesapeake each spring to spawn. They were netted and speared, providing local Indian tribes with a valuable source of food.



ATLANTIC STURGEON



In the spring, sturgeon arrived in the Bay to spawn. These huge fish could be up to 14 feet long! They were caught by local Indian tribes, who ate their meat and eggs (roe).

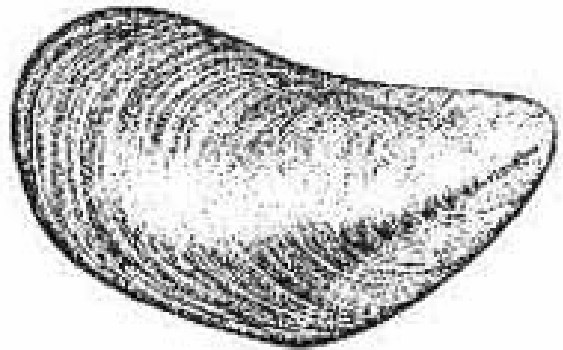
NATURAL RESOURCE CARDS

HARD CLAMS (QUAHOG)



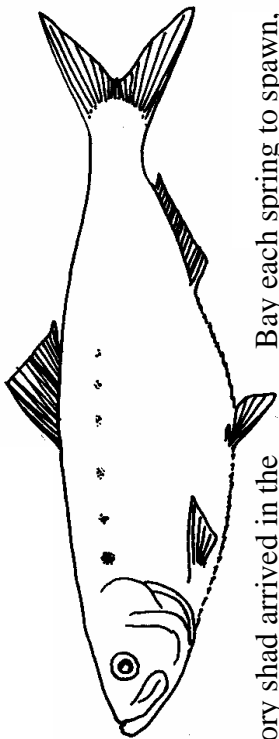
Hard clams were easily gathered at low tide and eaten. The shells were used as scraping tools on animal hides and dugout canoes.

MUSSELS



Mussels were easily gathered at low tide and eaten. The sharp edges of the shells were used to cut hair.

HICKORY SHAD



Hickory shad arrived in the Bay each spring to spawn, providing local tribes with an important source of food.

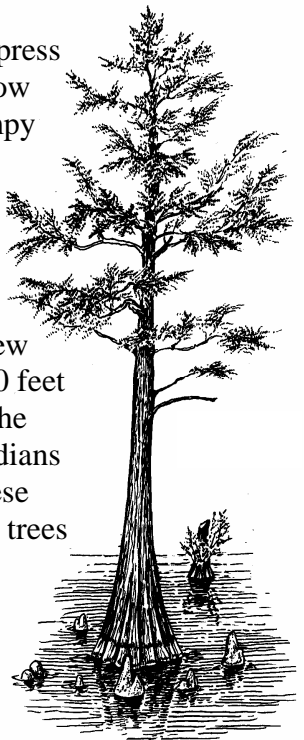
CATTAILS



Cattail are found in marshy areas. Indian women used the reeds to make mats.

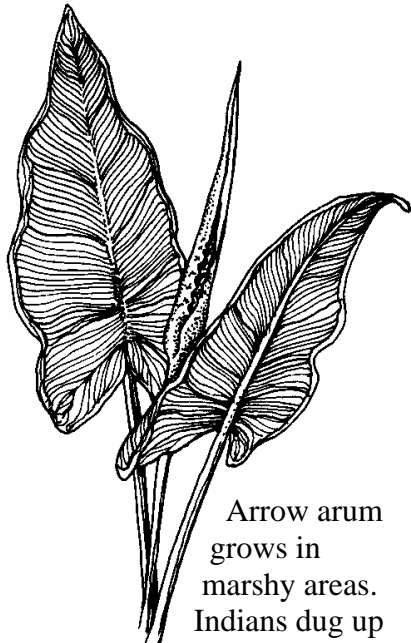
BALD CYPRESS

Bald cypress trees grow in swampy areas. In John Smith's time, these trees grew over 100 feet high. The local Indians used these massive trees to make their dugout canoes.



NATURAL RESOURCE CARDS

ARROW ARUM (TUCKAHOE)



Arrow arum grows in marshy areas. Indians dug up this plant and ate the root, which is similar to a potato.

SOFT SHELLED CLAM (MANNINOSE)

The soft shelled clam, called *manninose* by the Indians, was a favorite seafood product of the area. They grow up to four inches long and are found on muddy or sandy bottoms in the middle and lower Bay.

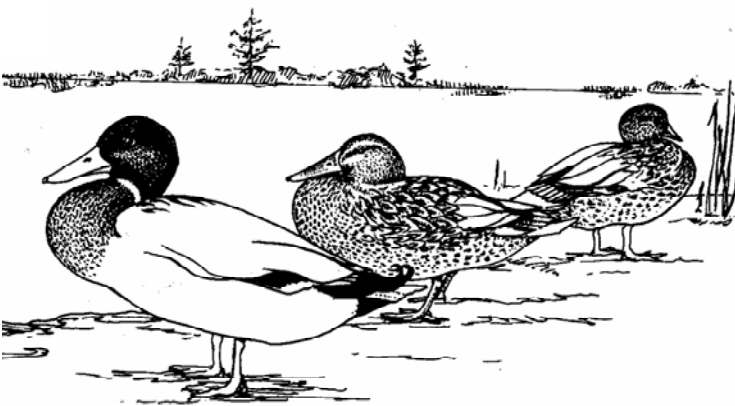


WILD RICE



Wild rice was harvested from the marshes and added starch to the diet.

MALLARD DUCKS



Migrating ducks were hunted in the fall. The meat was eaten and the feathers were used for decoration.

OAK TREES



Oak trees provided the Indians with acorns, which were gathered and eaten in the fall. The wood was used for bows, and the bark was used to cover their homes.

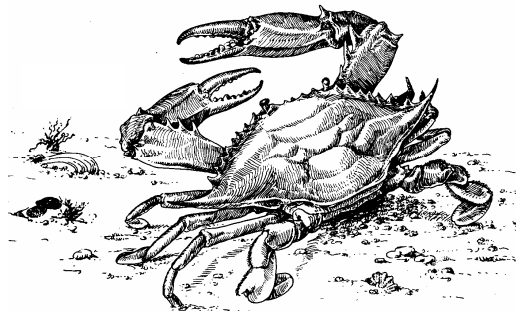
NATURAL RESOURCE CARDS

BLACK BEAR



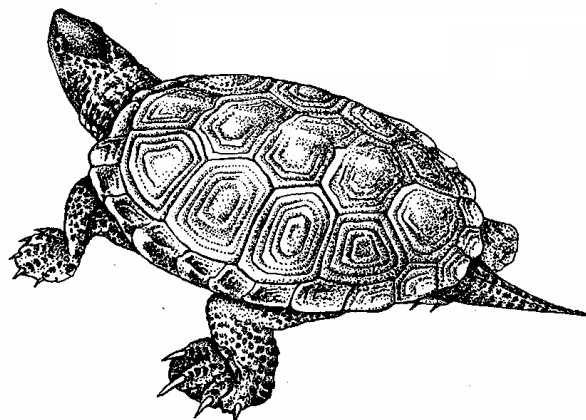
Black bears were common in the dense forests surrounding the 17th century Chesapeake Bay. They were hunted for their meat and fur.

ATLANTIC BLUE CRAB



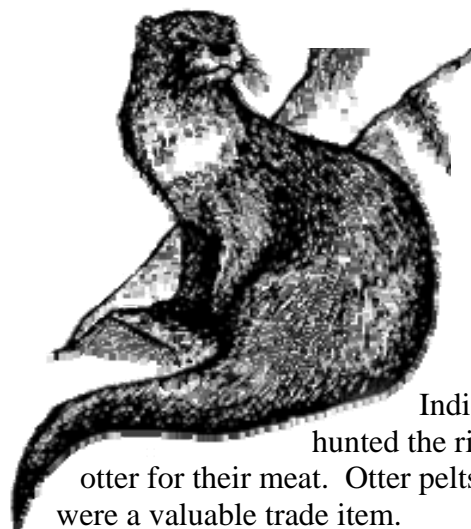
Blue crabs were netted in the grass beds of the Bay's shallow waters, providing a valuable source of protein.

DIAMONDBACK TERRAPIN



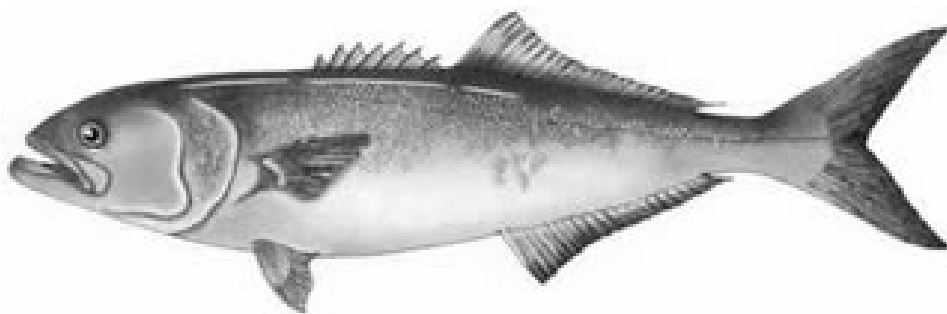
Terrapins were once present in great numbers on the Chesapeake Bay and provided the Indians with meat.

RIVER OTTER



Indians hunted the river otter for their meat. Otter pelts were a valuable trade item.

BLUEFISH



These aggressive predators schooled up in the Bay in great numbers each summer and fall. They were netted, speared and trapped by local tribes, providing them with a valuable source of protein.

Images of Atlantic blue crab and diamondback terrapin courtesy Alice Jane Lippson, selected from Life in the Chesapeake Bay, Second Edition

NATURAL RESOURCE CARDS

RACCOON



Raccoon (an Indian word) were hunted and eaten, and their furs were a valuable trade item.

WILD TURKEY



Wild turkeys were hunted and eaten, providing local Indian tribes with an important source of meat. Feathers were used for decoration.

BLACK WALNUT TREES



Walnuts were gathered in the fall, providing local tribes with a rich source of protein.

OPOSSUM



The opossum (an Indian word) was hunted for its meat and fur.

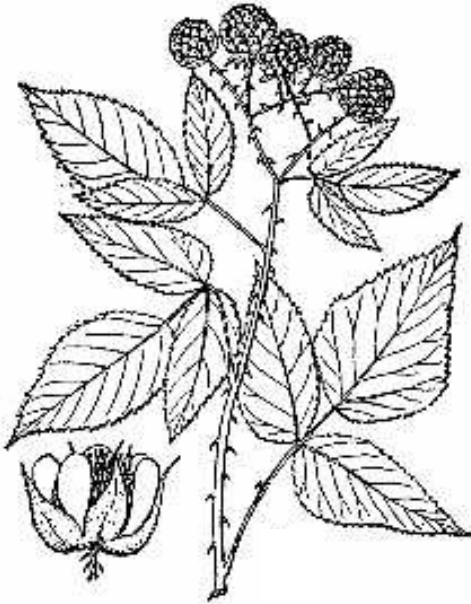
BLACKBERRIES



Wild blackberries were picked in the late spring and early summer, adding vitamin C to the diet.

NATURAL RESOURCE CARDS

RED RASPBERRIES



Red raspberries were picked in the early summer months, adding vitamin C to the Indians' diet.

MINK

Minks were once common along the water's edge. Indians hunted the mink for its meat and fur.

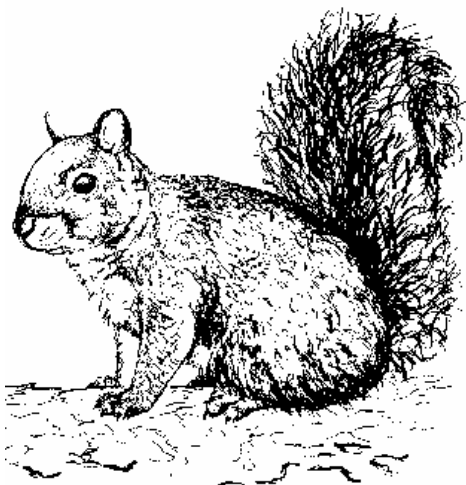


BLUEBERRIES



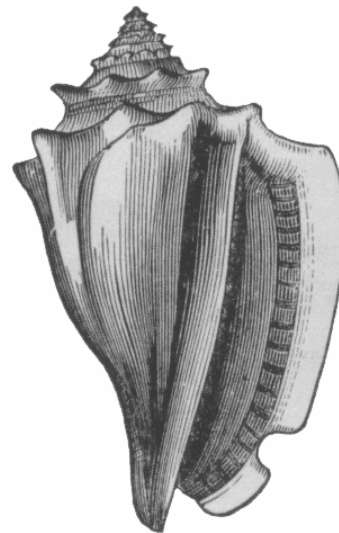
Wild blueberries grow in swampy or marshy areas. They were picked in the early summer months, adding vitamin C to the Indians' diet.

GRAY SQUIRREL



The gray squirrel was hunted for its meat and fur.

WHELK



Whelk live in the lower Bay. They were gathered and eaten, and the shells were a valuable trade item.

FISH

SHELLFISH

FUR-BEARING ANIMALS

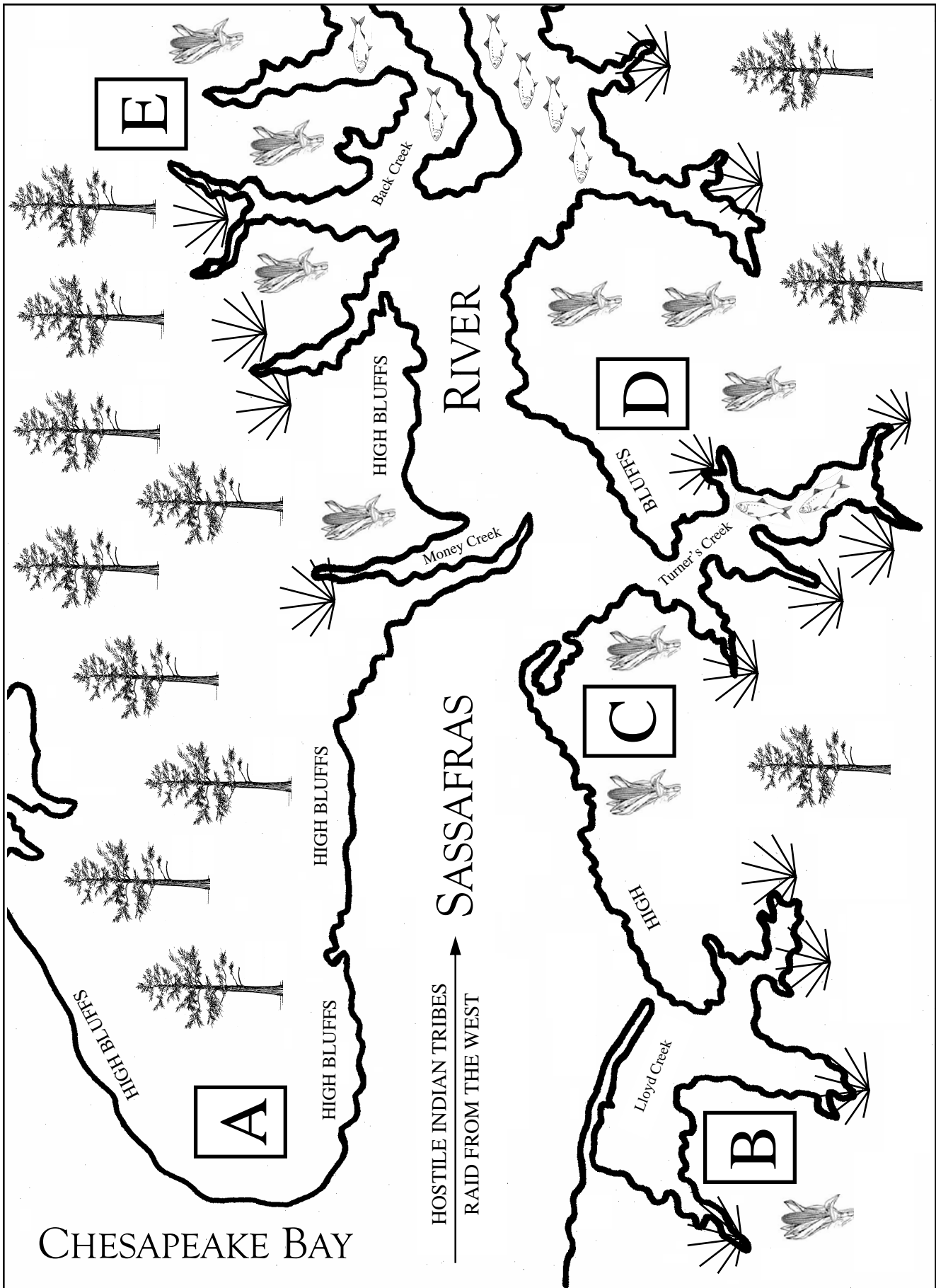
TURTLES

MARSH PLANTS





BERRY-PRODUCING PLANTS

TREES

BIRDS



MAP KEY:

	= tuckahoe		= forest		= spawning fish		= fertile soils
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WHERE WAS THE VILLAGE?

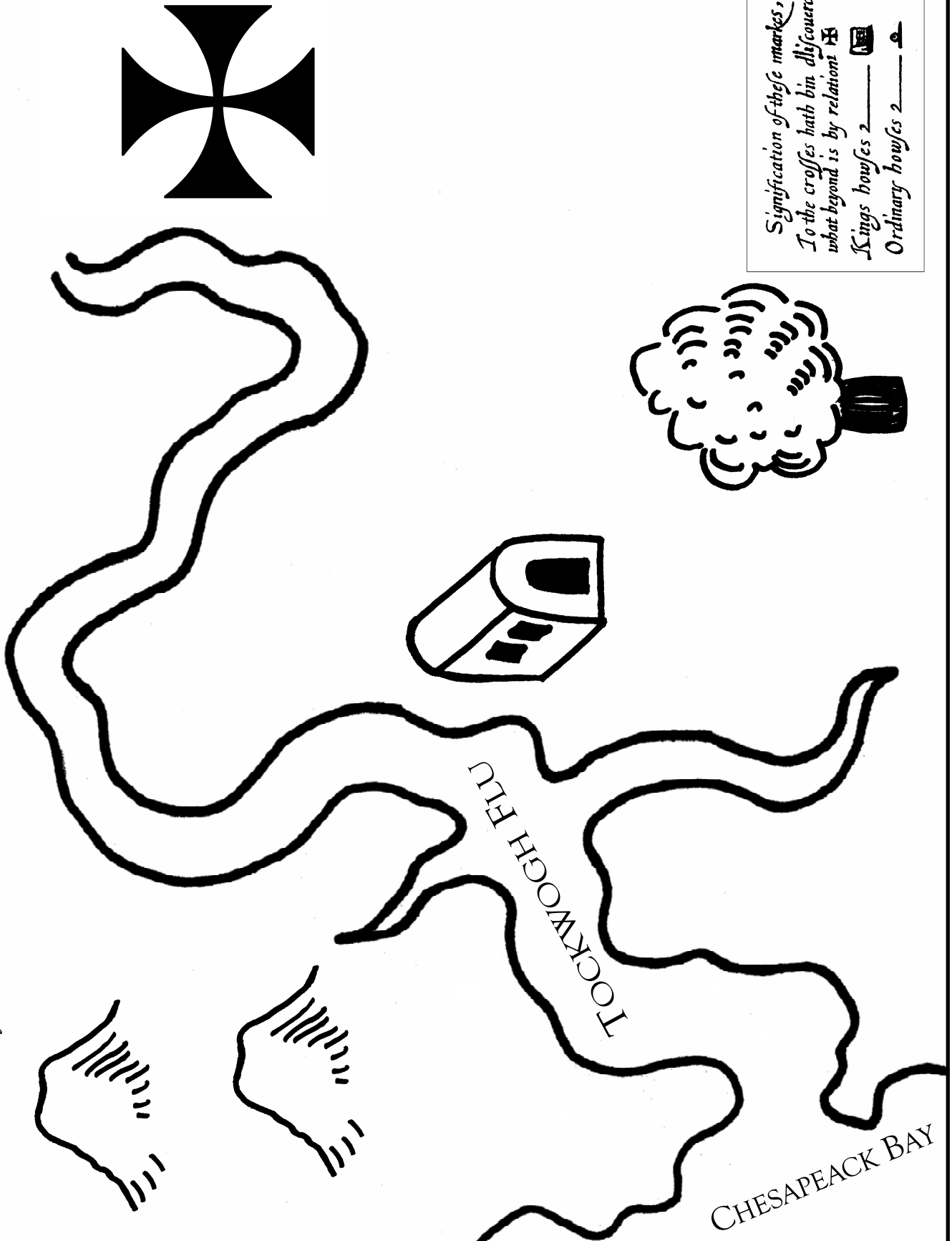
NAME: _____ DATE: _____

DIRECTIONS: Carefully study the map of the Sassafras River, then list the “Pros” and “Cons” of each site on the chart below. When you are finished, you must decide which of the five sites would be the best location for the Indian village.

SITE	PROS	CONS
A	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
B	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
C	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
D	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
E	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Engraving of the village of Secoton, as engraved by Theodor de Bry in 1590. The engraving is based on a watercolor by artist John White.

JOHN SMITH'S 1612 MAP OF THE TOCKWHOGH FLU (SASSAFRAS RIVER)*



*NOTE: For ease of viewing, some aspects of Smith's map have been altered by the editor.