



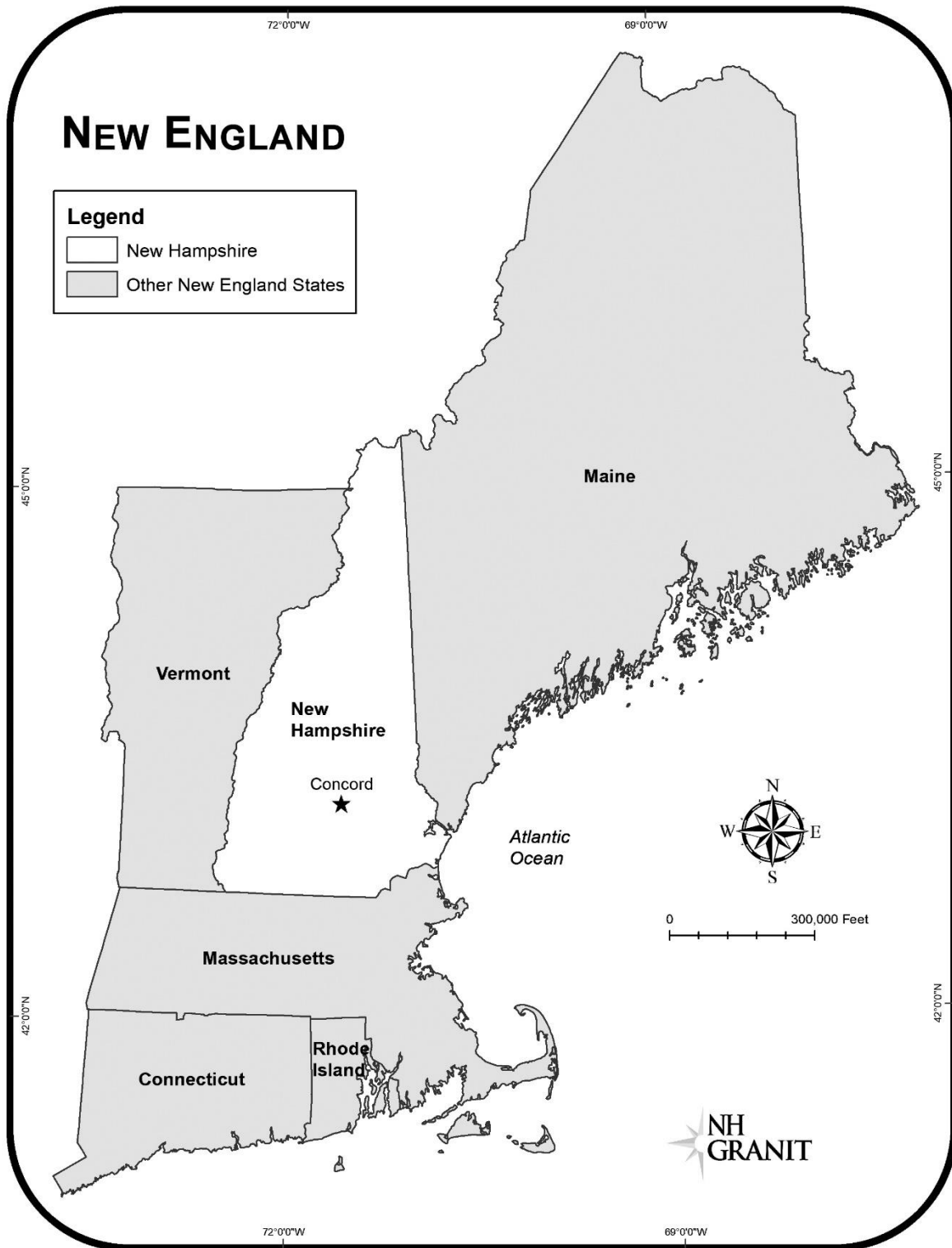
Lesson 3.1: Explorers



Historic Map of New England, 1675
Courtesy of the Norman B. Leventhal Map and
Education Center at the Boston Public Library



Lesson 3.1: Explorers



Lesson 3.1: Explorers

Name _____

Comparing Maps

Using "Historic Map of New England" and the present-day map of New England, make notes of what you see in each map using the chart below.

	Historic Map of New England	Present-day New England
What do you see for images and symbols?		
Is there a map key? If so, what does it include?		
What do you notice about the scale of each map? Which do you think is more accurate?		
What is included in the historic map of New England that you don't see in the present-day map? Why do you think that's included?		
Where did the explorers visit? Where else could they have gone?		





Lesson 3.1: Explorers

Name _____ Answer Key _____

Comparing Maps

Using "Historic Map of New England" and the present-day map of New England, make notes of what you see in each map using the chart below.

	Historic Map of New England	Present-day New England
What do you see for images, symbols, and labels?	Animals like a bear and turkey scattered around, a ship, fish, drawing with people, buildings, and map maker's name in the top left corner, royal symbol, rivers, some labels, compass rose	New England states are labeled, clear boundaries, Atlantic Ocean, map key, compass rose
Is there a map key? If so, what does it include?	No map key	Map key for identifying New Hampshire among the other New England states
What do you notice about the scale of each map? Which do you think is more accurate?	This map includes a smaller portion of New England and includes information about resources in the region. The map scale is not accurate due to the reliability of the tools they used to create maps.	The scale is clearly marked on this map, and is more accurate due to the technology and tools we now have to create maps and show boundaries.
What is included in the historic map of New England that you don't see in the present-day map? Why do you think that's included?	The natural resources of the region are drawn on the map, probably to encourage settlers come to this new land. The top of the map uses the royal symbol to show the crown owned the land. This map is colorful and artistic to make it interesting to look at.	
What could you use each map for today? How is each map useful?	This map is helpful to show what the explorers were seeing and thinking about the new land. We can use it to study exploration and how they encouraged people to settle the new world.	This map is helpful to show New England today. We can use it to look at the accurate size, shape, and location of the New England states.



Lesson 3.1: Explorers

Excerpt from *The Voyage of Martin Pring, 1603*

In 1603 Martin Pring voyaged to the New World. He brought back an encouraging report of New England that colonies followed later. The following is what he wrote about some of his time in New England. Note: In the first paragraph he mentions an eastern inlet with a sand bar at the entrance; this is thought to be the Saco River.

We set sail from Wales on the tenth of April 1603. After a time in Virginia, we came to land at a latitude of 43 degrees and a half and we found four inlets, the most easterly which was barred at the mouth, but we passed over the bar and ran up into it five miles.

In all these places we found no people, but signs of fires where they had been. We saw very good tree groves and woods filled with tall oaks, beeches, pine trees, fir trees, hazels, witch hazels, and maples. We saw here also various sorts of beasts such as stags, deer, bears, wolves, foxes, and dogs with sharp noses. But meeting with no sassafras, we left these places. Eventually we found people, with whom we had no long conversation, because here also we could find no sassafras. We continued on until we crossed a great gulf at the latitude of 41; we went on land at a certain bay. Here we found enough quantities of sassafras.

During our time on the shore, the people of the country came to our men, sometimes ten, twenty, forty, and at one time one hundred and twenty at once. We treated them kindly, and gave them some of our merchandise. They ate peas and beans with our men. Their own food was mostly fish. We carried with us from England two excellent dogs, of whom the Indians were more afraid than of twenty of our men. Passing up by the river, we saw certain cottages together, abandoned by the savages, and not far off we beheld their gardens. In the gardens was sown tobacco, cucumbers, wheat, peas, strawberries, gooseberries, raspberries, and other wild fruits. As the land is full of God's good blessings, so is the sea filled with great abundance of fish, such as cod, mackerel, herring, crab, lobster, and mussels. By the end of July, we had laid our ship, the Discover, with as much sassafras as we thought necessary, and sent her home into England.

Note with students: At this time, it was usual to refer to "discovering" the New World because Europeans named places according to their own perspective. Pring uses language to refer to indigenous people that today we recognize as offensive but was common at the time. Generally, Europeans did not understand the complex society of indigenous people and their words reflected that.

Important note: This selection has been edited to make it easier for you to read. Some of the original punctuation, spelling, word choice, and capitalization have been changed.

Source: American Journeys Collection. The Voyage of Martin Pring, 1603: Document No. AJ-040. Wisconsin Historical Society Digital Library and Archives, 2003.



Lesson 3.1: Explorers

Name _____

Note-taking Sheet for *The Voyage of Martin Pring, 1603*

Listen for different kinds of items that were encountered along the New England coast during Martin Pring's voyage. List them in the first column. In the second column, list their usefulness for those looking to settle in New England.

What was encountered?	How could this be used by settlers?
1.	
2.	
3.	
4.	

Reflect: What do people need to survive in a new land? Based on this list, would you have thought this new land a good place to settle? Why or why not?



Lesson 3.1: Explorers

Name _____ Answer Key _____

Note-taking Sheet for *The Voyage of Martin Pring, 1603*

Listen for different kinds of items that were encountered along the New England coast during Martin Pring's voyage. List them in the first column. In the second column, list their usefulness for those looking to settle in New England.

What was encountered?	How could this be used?
1. Cedar, spruce, and pine trees	Building new homes, shelter, shipbuilding
2. Deer, bear, wolves, foxes	Hunting these animals would provide food for those who settle here. The furs could be used in winter to keep warm or to sell back in England.
3. Fish (cod specifically)	Fish would be a main supply of food for those looking to settle here, as well as suitable for drying and selling back to England.
4. Wild berries, fruit trees	A means of food, as well as knowledge of what plants could grow in this climate.

Reflect: What do people need to survive in a new land? Based on this list, would you have thought this new land a good place to settle? Why or why not?

They need food, shelter, and water. Yes, I would think it a good place to settle. There is material for building shelter and lots of kinds of foods to eat—fruit, meat, and fish. It seems like it has the resources needed in order to support a settlement.



Lesson 3.1: Explorers



Settlement Supplies: 17th-century Shoe, 1670–1699
©Victoria and Albert Museum, London



Settlement Supplies: Bear Trap, 1650
Source: New Hampshire Historical Society



Lesson 3.1: Explorers



Settlement Supplies: Late 17th-century Hand Saw, circa late 1600s
©The Board of Trustees of the Science Museum



Settlement Supplies: Table Salt
Courtesy of Wikimedia Commons



Lesson 3.1: Explorers



Settlement Supplies: Early 17th-century Brass Kettles, circa 1610–1620
©McCord Museum



Settlement Supplies: Early 17th-century Musket, circa 1610–1620
©The Trustees of the British Museum



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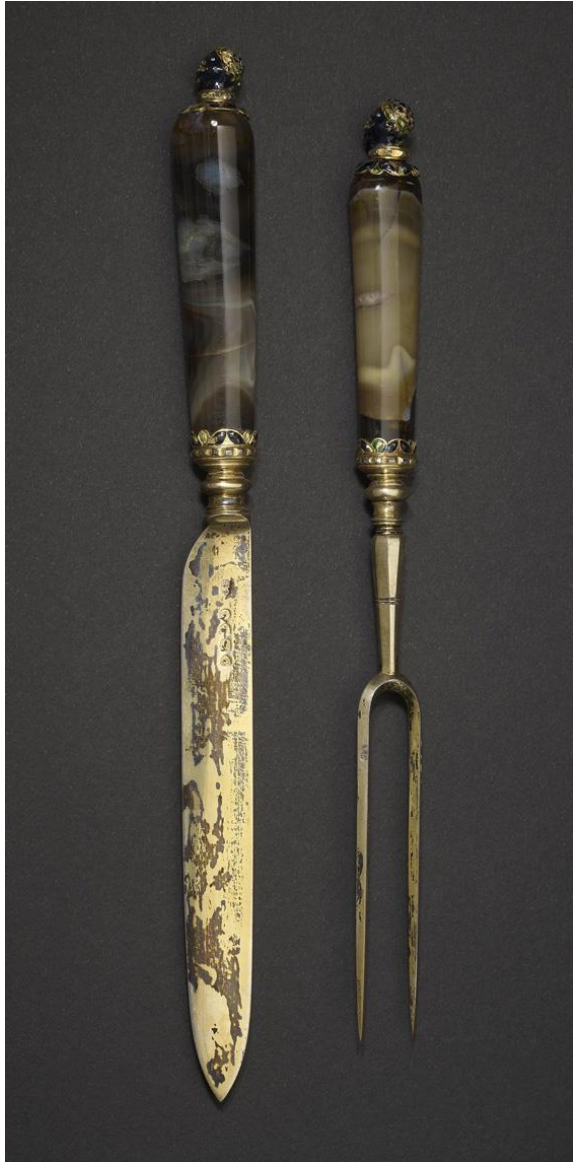
Settlement Supplies: 17th-century Screw, circa 1675
©The Board of Trustees of the Science Museum



Settlement Supplies: Silver Tablespoon, circa 1675
Source: New Hampshire Historical Society



Lesson 3.1: Explorers



Settlement Supplies: Knife and Fork, circa 1600
©The Trustees of the British Museum



Settlement Supplies: 17th-century Jug, circa 1650–1670
Source: New Hampshire Historical Society

Lesson 3.1: Explorers



Settlement Supplies: 17th-century Man's Clothing,
circa 1625–1635
©Victoria and Albert Museum, London



Settlement Supplies: 17th-century Ax Head,
circa 1600–1700
Source: New Hampshire Historical Society



Lesson 3.1: Explorers

Name _____

Settlement Supplies

Below are items settlers brought with them to the New World. These items had positive and negative impacts on the land for both settlers and indigenous people. Think critically about how each tool could be used by the settlers and the positive and negative impacts those items may have had on the settlers, indigenous people, or the land.

Item	What is it used for?	Possible Positive Impact	Possible Negative Impact
Axes			
Rifles/Guns			
Cattle (sheep, goats, pigs, chickens)			
Hammer and nails			
Seeds for planting crops			





Lesson 3.1: Explorers

Name _____ Answer Key: Possible Responses _____

Settlement Supplies

Below are items settlers brought with them to the new world. These items had positive and negative impacts on the land for both settlers and indigenous people. Think critically about how each tool could be used by the settlers and the positive and negative impacts those items may have had on the settlers, indigenous people, or the land.

Tool	What is it used for?	Possible Positive Impact	Possible Negative Impact
Axes	Chopping wood for homes, furniture, fencing, etc.	Helped settlers take advantage of the natural resources to speed the settlement's success. Metal tools were impossible to get at first in new world so had to be brought.	Eventual deforestation. Destroyed Native Americans' habitat and encroached on their land.
Rifles/Guns	Hunting animals and birds for food, defense against animals and eventually Native Americans	The use of rifles helped settlers survive by hunting and feeding their families and keeping them safe. Rifles were impossible to get at first in new world.	Guns were also used as a weapon against indigenous people. Hunting with guns gave settlers an advantage over Native Americans.
Cattle (sheep, goats, pigs, chickens)	Establishing farms to sustain new families moving to New Hampshire.	Farm animals were used to feed families and communities.	Animals and settlers themselves brought new diseases to the Americas. Native Americans weren't immune to these diseases and many, many people died.
Hammer and nails	Building new homes, furniture, ships, etc.	Settlers could build up their homes and communities in this new land. Metal tools were impossible to get at first in new world so had to be brought.	Settlers quickly took over land that wasn't theirs and displaced the Native American population.
Seeds for planting crops	Establishing gardens with familiar crops in the new world.	Used to feed families and communities. Regular food supply established communities. New crops could also feed Native Americans.	Bringing crops that were not native to the land could affect the new land: new crops could push out old crops and if invasive, could affect environment negatively.



Lesson 3.1: Explorers

Name _____

Settlement Vocabulary Review

Find the definition of each word, then draw an illustration showing the definition.

explorer: (noun)	Illustration:
indigenous people: (noun)	Illustration:



Lesson 3.1: Explorers

natural resources:
(noun)

Illustration:

sassafras: (noun)

Illustration:





Lesson 3.1: Explorers

<p>New World: (noun)</p>	<p>Illustration:</p>
<p>settlement: (noun)</p>	<p>Illustration:</p>



Lesson 3.1: Explorers

Excerpt from *A Description of New England* by John Smith

That part we call New England is between the degrees of 41 and 45. There are about 25 excellent good harbors, many which have space for anchoring 500 ships. And there are more than 200 islands overgrown with good timber; all sorts of excellent good trees for building houses, boats, ships.

There is an incredible abundance of most sorts of fish, many birds, and assorted sorts of good fruits for man's uses.

The main staple, from here to be extracted is fish; although it may seem a small and simple product, whoever will truly take the trouble, I think will find it well worth the labor.

The ground is so fertile, that without doubt it is capable of producing any grain, fruits, or seeds you will plant. All sorts of cattle may here be bred and fed in the islands or on the peninsulas, for nearly nothing because they may graze.

It will be easy and cheap to raise all sorts of cattle here. Until there is enough cattle to feed the settlement, I believe they will be able to trade a few trifles with the savages in exchange for enough corn for 300 men. If the savages are unwilling (as it is most certain they are), thirty or forty good men will be sufficient to force them to do what we wish. We will make them understand that they will give us 200 men to work for nine months of the year to provide us fish to trade back to England. The rest of the Indians can be forced to work performing other tasks that will help us, like by providing goods we can use for survival or trade.

Note: Smith uses language to refer to indigenous people that today we recognize as offensive but was common at the time. Generally, Europeans did not understand the complex society of indigenous people and their words reflected that.

Important note: This selection has been edited to make it easier for you to read. Some of the original punctuation, spelling, word choice, and capitalization have been changed.

Source: Smith, John, *A Description of New England* (1616). *Zea E-Books in American Studies*. 3. digitalcommons.unl.edu/zeaaamericanstudies/3



Name _____

Reading *A Description of New England*

1. Skim the reading by John Smith from his book *A Description of New England*. What does it seem to be about?

2. Get colored pencils and underline the following:

Blue: writing about fish or water

Green: writing about trees or timber

Red: writing about growing crops

Yellow: writing about cattle or birds

What did he write about the most?

The least?

3. How does John Smith refer to the indigenous people of the land? What does he say about them? Why do you think that is?

4. What is his main message?



Lesson 3.1: Explorers

Name _____ Answer Key _____

Reading *A Description of New England*

1. Skim the reading by John Smith from his book *A Description of New England*. What does it seem to be about?

It seems he's talking about different things that are in New England.

2. Get colored pencils and underline the following:

Blue: writing about fish or water

Green: writing about trees or timber

Red: writing about growing crops

Yellow: writing about cattle or birds

What did he write about the most? **Water and fish**

The least? **Timber and trees**

3. How does John Smith refer to the indigenous people of the land? What does he say about them? Why do you think that is?

He calls them savages. He says the English can force them to work if they won't trade with them or if they won't do what the English want. I think he doesn't see them as people because they aren't like him.

4. What is his main message?

His main message is that New England would be a good place to go live. It has lots of ways of supporting a settlement like timber, crops, or cattle, and fishing would be a good way of making a living.



Lesson 3.1: Explorers

Excerpt from *A Description of New England* by John Smith

That part we call New England is between the degrees of 41 and 45. There are about 25 excellent good harbors, many which have space for anchoring 500 ships. And there are more than 200 islands overgrown with good timber; all sorts of excellent good trees for building houses, boats, ships.

There is an incredible abundance of most sorts of fish, many birds, and assorted sorts of good fruits for man's uses.

The main staple, from here to be extracted is fish; although it may seem a small and simple product, whoever will truly take the trouble, I think will find it well worth the labor.

The ground is so fertile, that without doubt it is capable of producing any grain, fruits, or seeds you will plant. All sorts of cattle may here be bred and fed in the islands or on the peninsulas, for nearly nothing because they may graze.

It will be easy and cheap to raise all sorts of cattle here. Until there is enough cattle to feed the settlement, I believe they will be able to trade a few trifles with the savages in exchange for enough corn for 300 men. If the savages are unwilling (as it is most certain they are), thirty or forty good men will be sufficient to force them to do what we wish. We will make them understand that they will give us 200 men to work for nine months of the year to provide us fish to trade back to England. The rest of the Indians can be forced to work performing other tasks that will help us, like by providing goods we can use for survival or trade.

Note: Smith uses language to refer to indigenous people that today we recognize as offensive but was common at the time. Generally, Europeans did not understand the complex society of indigenous people and their words reflected that.

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Source: Smith, John, *A Description of New England* (1616). *Zea E-Books in American Studies*. 3. digitalcommons.unl.edu/zeaamericanstudies/3



Lesson 3.1: Explorers

Name _____

Absolute and Relative Location

Absolute location

A way of describing an exact spot or area on the earth using latitude and longitude

Relative location

A way of describing a position on the earth in relation to another place

Skim the readings written by Martin Pring and John Smith. How do they describe the **absolute location** of their travels?

Now look at the map of New England from today. Choose two locations and use other places on the map to describe their **relative location**.





Lesson 3.1: Explorers

Name _____ Answer Key _____

Absolute and Relative Location

Absolute location

A way of describing an exact spot or area on the earth using latitude and longitude

Relative location

A way of describing a position on the earth in relation to another place

Skim the readings written by Martin Pring and John Smith. How do they describe the **absolute location** of their travels?

Pring says "we came to land at a latitude of 43 degrees and a half."

Smith says "That part we call New England is between the degrees of 41 and 45."

Now look at the map of New England from today. Choose two locations and use other places on the map to describe their **relative location**.

Possible responses:

Concord: Concord is in the middle of the state of New Hampshire and west of Maine.

Massachusetts: Massachusetts is south of New Hampshire and Vermont and north of Connecticut and Rhode Island.



Lesson 3.1: Explorers

Name _____

Compelling Writing

Use the two writings from the explorers who traveled to the New Hampshire area to answer the questions below. Would you go to the New World based on what they say?

<i>The Voyage of Martin Pring by Martin Pring</i>	<i>A Description of New England by John Smith</i>
1. What is your first impression of this writing?	
2. What topics did they talk about? What did they think would be useful information for settlers?	
3. What did they say about indigenous people? Why do you think they included this?	
4. Which piece of writing do you find more compelling? Which one would persuade you to come settle the New World? Why?	



Lesson 3.1: Explorers

Excerpt from *A Description of New England* by John Smith (original)

(page 22) That part wee call New England is betwixt the degrees of 41. and 45: but that parte this discourse speaketh of, stretcheth but from Pennobscot to Cape Cod, some 75 leagues by a right line distant each from other: within which bounds I haue seene at least 40. seuerrall habitations vpon the Sea Coast, and sounded about 25 excellent good Harbours; In many whereof there is ancorage for 500. sayle of ships of any burthen; in some of them for 5000: And more then 200 Iles ouergrowne with good timber, of diuers sorts of wood, which doe make so many harbours as requireth a longer time then I had, to be well discouered.

(page 23) From Pennobscot to Sagadahock this Coast is all Mountainous and Iles of huge Rocks, but ouergrown with all sorts of excellent good woodes for building houses, boats, barks or shippes; with an incredible abundance of most sorts of fish, much fowle, and sundry sorts of good fruites for mans vse.

(page 25) The maine Staple, from hence to bee extracted for the present to produce the rest, is fish; which howeuer it may seeme a mean and a base commoditie: yet who will but truely take the pains and consider the sequell, I thinke will allow it well worth the labour.

(page 29) First, the ground is so fertill, that questionless it is capable of producing any Grain, Fruits, or Seeds you will sow or plant, growing in the Regions afore named:

(page 30) All sorts of cattell may here be bred and fed in the Iles, or Peninsulaes, securely for nothing. In the Interim till they encrease if need be (observing the seasons) I durst vndertake to haue corne enough from the Saluages for 300 men, for a few trifles; and if they should bee vntoward (as it is most certaine they are) thirty or forty good men will be sufficient to bring them all in subiection, a make this prouision; if they vnderstand what they doe: 200 whereof may nine monethes in the yeare be employed in making marchandable fish, till the rest prouide other necessities, fit to furnish vs with other commodities.

Note: Smith uses language to refer to indigenous people that today we recognize as offensive but was common at the time. Generally, Europeans did not understand the complex society of indigenous people and their words reflected that.

Important note: This selection has been taken from a longer piece of writing.

Source: Smith, John, *A Description of New England* (1616). *Zea E-Books in American Studies*. 3. digitalcommons.unl.edu/zeaamericanstudies/3



Lesson 3.1: Explorers

Name _____ Answer Key: Possible responses _____

Compelling Writing

Use the two writings from the explorers who traveled to the New Hampshire area to answer the questions below. Would you go to the New World based on what they say?

<i>The Voyage of Martin Pring by Martin Pring</i>	<i>A Description of New England by John Smith</i>
1. What is your first impression of this writing?	
He talked a lot about food things that settlers might need. He cared most about sassafras.	He thought New England was a good place to grow things. He seems to think it would be a good place to settle.
2. What topics did they talk about? What did they think would be useful information for settlers?	
He wrote about trees, animals, garden crops, and fish. He especially talked about sassafras.	He wrote about how cheap it would be to get fish from the ocean and how easy to raise cattle. He talked about timber and growing things as well.
3. What did they say about indigenous people? Why do you think they included this?	
Pring said that in some places they found no people, but that when they did find them, they treated them kindly. He said they were afraid of the dogs, and then called them savages. He talked about their gardens. I think he included this information so settlers would know whether there were people in the New World.	Smith didn't talk about the indigenous people until he talked about trading with them for food. He called them savages too, but then also said he thought they could force them to work even if they didn't want to. He said he will force them to do lots of different tasks. I think he included this because he wanted to tell settlers they could make indigenous people work for them.
4. Which piece of writing do you find more compelling? Which one would persuade you to come settle the New World? Why?	
I think that John Smith is more compelling because he talks more about how to make a business in the New World. He sees the New England as a place to make money and thinks people would do well there. Even though he wants to enslave the indigenous people, I think his writing would persuade more people to settle the New World.	