

Day 2: "Who was Pocahontas?"

Begin lesson

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Begin lesson

Teaching notes

Click the "Begin lesson" button to view this lesson.
Teaching notes for each slide will appear in this box.

Before the Lesson

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Before the
Lesson

Teaching notes


Anchor Text

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Pocahontas

Who Was Pocahontas?

By Erin Sawyer



In 1607, English settlers arrived in Jamestown to create a colony that they hoped would bring great riches to their home country. They knew there was a good chance they would meet Native Americans when they arrived, and they were right. Not long after settling their massive ships on the marshy shore of the Powhatan River, they came face-to-face with the Powhatan Indians.


Pocahontas Meets the Strangers
Pocahontas was one of the friendly Powhatan visitors to the English colony.

Teaching notes

- Ensure that the projected version of the anchor text is large enough to be seen by all students.
- Download and print copies of the anchor text for each student.
- You may decide to give the students pencils or highlighters to mark up the text as they read.

Student Notes Sheet

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Name: _____ Date: _____

Student notes for: "Who was Pocahontas?"

Day: 2

1. According to the article, who was John Smith?

2. According to the text, what was the relationship between the Powhatans and the English settlers in 1607?

3. To whom does the word "captors" refer in the sentence "Pocahontas saved John Smith's life by throwing herself between him and his captors"?

Teaching notes

- This guided notes sheet provides students with a list of the text-dependent questions to be explored in the lesson along with supporting graphic organizers, as necessary. During class, students may use the sheets as directed by you to record their responses, notes, or ideas. These sheets may be modified to meet the needs of each learner.

- Space is also provided on the back for recording responses to the focus question.
- Following class, collect student notes and use as a formative assessment.

Getting Started

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Teaching notes

Getting Started

Introduction 1 of 3

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Teaching notes

Who Was Pocahontas?

By Erin Sawyer



The story of Pocahontas is a legend. It is a story of a Native American girl who saved a white man's life. The story is told in many ways, but the most common is the one that says she saved John Smith's life.

"Who was Pocahontas?"

Erin Sawyer

Pacing: ~15 minutes

Notes:

- Remind students that this week they are reading "Who was Pocahontas?" closely. This means going back and rereading the article and answering questions based on evidence in the text.
- Make sure that each student has a copy of the article and the student notes sheet.

- Read the text aloud fluently. Remind students to track the text during the read aloud.
- Tell students that today you will focus just on the section titled "Pocahontas saves John Smith." Ask students to reread this section independently.

Introduction 2 of 3

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Pocahontas saves John Smith



This engraving of John Smith being in the power of Pocahontas is a famous illustration of the story of Pocahontas. Many historians do not believe this actually happened. They argue that John Smith may have made up the story and that Pocahontas, at just ten years old, was unlikely to have acted so boldly.

We will focus on the section "Pocahontas saves John Smith"

Follow along as we read aloud.

Teaching notes

Pacing: ~15 minutes

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Introduction 3 of 3

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Name: _____ Date: _____

Student notes for: "Who was Pocahontas?"

Day 2

1. Describe the structure used to organize the information about Pocahontas' life in the text. Create a timeline that shows the major events in Pocahontas' life.

2. According to the text, what was the relationship between the Shutlows and the English settlers in 1607?

3. According to the text, what was the relationship between the Shutlows and the English settlers in 1607?

As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question.

Teaching notes

Pacing: ~15 minutes

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Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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According to the article, who was John Smith?

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.1.

Purpose: This "right there" question is designated to ensure that students understand who this character is in the text.

Answer: John Smith was a captain of the English settlers.

Look for students....

- Using specific quotes from the article to support their answer.
- Connecting information from the introduction to understand what settlers were.

Guiding questions and prompts:

- Ask: "What groups of people lived in Jamestown?"
- Say: "Use the headings to help you. Where will you find information about John Smith?"

Supporting Question 2

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According to the text, what was the relationship between the Powhatan tribe and the English

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.3.

Purpose: This question is designed to help students think about how the relationship amongst these groups led to John Smith's capture.

Answer: When English settlers first arrived in Jamestown in 1607, they were friendly with the

Powhatan tribe. The two groups were sharing food, supplies and other items. In December, the text says that "the settlers were having great difficulties getting along with the Powhatans." Their relationship was souring.

Look for students....

- Using specifics from the article to answer the question.
- Using chronological text structure to locate information.
- Recognizing the shift in the relationship.

Guiding questions and prompts:

- Ask: "What year does the question ask you to take a look at?"
- Ask: "How did the Powhatans help the English?"
- Say: "Remember it's a chronological structure. How will that help you?"
- Say: "Reread that part, what does it tell you?"

Additional Notes:

- Make sure to ensure that students are sticking exactly to what the question is asking. The question specifically asks about the relationship in the year **1607**. Make sure that students stick to evidence from this period of time, rather than referring to details from other times the English settlers and the Powhatans had difficulty getting along.

Supporting Question 3

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To whom does the word "captors" refer in the sentence

"Pocahontas saved John Smith's life by

of the Powhatan tribe.

Look for students....

- Identifying context clues to help determine the meaning of the word.
- Using the word "save" as a clue to determine the meaning of "captor."

Guiding questions and prompts:

- Say: "Identify the sentence that the question is referring to."
- Ask: "How is the word 'capture' similar to the word 'captor'?"
- Say: "Reread that part, what does it tell you?"
- Say: "Visualize what is happening here. Who is Pocahontas standing between? How do you know?"

Additional Notes:

- Use this as an opportunity to remind students of how context clues can help a reader to understand an unfamiliar word.

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.4.

Purpose: This question is designed to help students determine the meaning of a word that is essential to understanding the text. Students also need to determine to whom this word is referring.

Answer: The word "captors" refers to the members

Focus Question

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Focus
Question

Teaching notes

Focus Question

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How does John Smith recount the events of his capture and rescue in the text? What does the text say about

Teaching notes

Pacing: ~15 minutes

Standard: RI.4.3.

Purpose: Fourth graders must be able to look at a text and determine what events happened and why. This question is designed to ensure that students look closely at the text in order to recount the sequence of events according to John Smith's diary.

Answer: In his diary, John Smith explains that the Powhatans captured him to kill him because the Powhatans and the settlers were not getting along. Pocahontas risked her life by standing between the Powhatans and John Smith. She was able to convince her father, Chief Powhatan, to set John Smith free. John Smith was thankful that Pocahontas was so brave. Many historians do not agree with John Smith's version of the story because they believe Pocahontas was likely too young at the time to perform such an act of bravery.

Look for students....

- Identifying the events John Smith describes.
- Sequencing the events in Smith's capture and release.
- Understanding and explaining why Smith was captured.
- Answering both parts of the question.

Additional Notes:

- Remind students that this is a two part question. Guide students to answer the first question before moving on to the second.

After the Lesson

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After the Lesson

Teaching notes

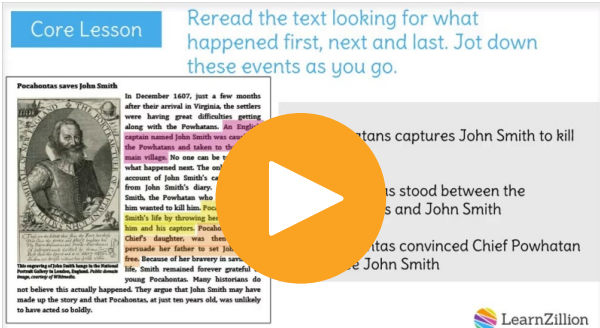
Comprehension Skill Video

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Teaching notes

Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.

Core Lesson Reread the text looking for what happened first, next and last. Jot down these events as you go.



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