Day 3: "Who was Pocahontas?"

Begin lesson

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	Teaching notes
Begin lesson	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	

Anchor Text

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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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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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Getting Started	

Introduction 1 of 3

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	Teaching notes
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. The tribe often provided the English with gifts of food and supplies because the English did not understand how to farm or use the land. Pocahontas, who was just ten years old at the time, was sent to deliver the packages as a symbol of peace between the groups. In exchange, *This statue of Pocahontas stands in Jamestown as a memorial.* 1 | Page "Who was Pocahontas?" Erin Sawyer	**Pacing:** ~10 minutes **Notes:** ■ Remind students that this week thet 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.

Introduction 2 of 3

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

Follow along as we read aloud.

Teaching notes

Pacing: ~10 minutes

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- Read the text aloud fluently. Remind students to track the text during the read aloud.

Introduction 3 of 3

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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: ~10 minutes

Notes:

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- 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.

Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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What does the word "captivity" mean when the author writes, "Not much is known about Pocahontas' life in

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.4.

Purpose: This question is designed to help students use context clues to determine the meaning of unfamiliar words. The word "captivity" is relevant to students' understanding of the text.

Answer: Captivity is another word for someone or something being in prison.

Look for students....

- Locating the word captivity in the text.
- Rereading the sentence with the word captivity in it.
- Using context clues in the sentence and surrounding sentences to determine the meaning of the word.

Guiding questions and prompts:

- Say, "Show me where you see the word captivity in the text."
- Ask, "What is the heading that this sentence is found under? How can the heading help you think about what the word captivity means?"
- Ask, "What other word sounds similar to captivity?"

Additional Notes:

- Use this as an opportunity to remind students of how context clues can help a reader to understand an unfamiliar word. Also make sure to point out that students should be answering both questions, making sure to explain their thinking.

Supporting Question 2

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How does the author describe the major events that led to Pocahontas' kidnapping?

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.3

Purpose: This question is designed to focus on a cause and effect relationship among events in the text. The students are given the effect, but need to look back into the text to determine the cause for Pocahontas' kidnapping.

Answer: Under the heading "Pocahontas the Prisoner!" the author describes difficulties between the English settlers and the Powhatan tribe. In fact, Pocahontas stopped visiting with the settlers because their relationship got so bad. In 1613, Pocahontas was kidnapped by the English. The text says that the English "demanded that the Powhatan tribe release their English prisoners, and a supply of weapons they had stolen, in exchange for Pocahontas."

Look for students....

- Identifying the heading that this event occurs under.
- Rereading the section "Pocahontas the Prisoner!"
- Sequencing the major events in Pocahontas' kidnapping chronologically.

Guiding questions and prompts:

- Ask, "Where can you find information about Pocahontas' kidnapping in the text."
- Say, "Think about how Erin Sawyer structured this information."
- Ask, "What was the relationship like between the English settlers and the Powhatan tribe under the heading 'Pocahontas the Prisoner!'"

Additional Notes:

- Make sure to point out to students that the question is looking for the events that *caused* the kidnapping. Remind students that they do not need to describe what happens after she is kidnapped in order to answer this question.

Supporting Question 3

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How does the text show that Pocahontas was important to the Powhatan tribe?

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.3

Purpose: This question is designed to help students think about Pocahonts' role in the Powhatan tribe and how the tribe benefitted from her actions.

Answer: Pocahontas was very important to the Powhatan tribe. First of all, she was Chief Powhatan's daughter, and the text even points out that she was his "favorite." Pocahontas also traveled back and forth between the settlers and her tribe, trading goods and offering signs of peace. The text shares that "the English provided the Native Americans with beads, guns and other items."

Look for students....

- Rereading the text under the headings "Pocahontas Meets the Strangers" and "Pocahontas the Prisoner!"
- Identifying Pocahontas' father.
- Locating where in the text it discusses Pocahontas role in the tribe.

Guiding questions and prompts:

- Say, "Think about who Pocahontas' father was and how that affected her importance in the tribe."
- Ask, "Where in the text do you find information to answer this question?"
- Ask, "How does the fact that Pocahontas was her father's favorite daughter make her more important?"

Additional Notes:

- Answering this question requires some inferring based on what students know about the word "favorite" and their background knowledge about a father's relationship with their children.
- You may ask students to think about how this information relates to Pocahontas' kidnapping.

Supporting Question 4

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According to Erin
Sawyer, who was
Alexander Whitaker
and what was his role
in Pocahontas' life?

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.3

Purpose: This question is designed to provide a
saffold for students to answer today's TDQ.
Students will recognize how and why Alexander
Whitaker influenced Pocahontas' life in captivity.

Answer: Alexander Whitaker was an English settler
who taught Pocahontas about the Christian religion. He believed that if Pocahontas became a
Christian, she would help the other Native Americans become Christians. The text says "the English
believed that this would help Native Americans."

Look for students....

- Locating Alexander Whitaker's name in the text.
- Rereading the text under the heading "Pocahontas the Prisoner!"
- Using evidence from the text to support their answer.

Guiding questions and prompts:

- Ask, "Under what heading do you find information about Alexander Whitaker?"
- Ask, "Was Alexander Whitaker a memeber of the Powhatan tribe or an English settler? How do
  you know?
- Say, "Think about why the English wanted Pocahontas to learn about Christianity."

Additional Notes:

- Under this heading, the text discusses all of the subjects that the English settlers made
  Pocahontas learn. Ensure that students don't confuse Alexander Whitaker for Pocahontas'
  reading and writing teacher, who is not named in the text.

Focus Question

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Focus Question	Teaching notes

Focus Question

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What does the text say is certain about how Pocahontas was treated in captivity? What does the text say

Teaching notes

Pacing: ~15 minutes

Standard: RI.4.1

Purpose: Fourth graders must be able to look to examples to help them determine what the text says explicitly and also to make inferences. This question is designed to help students look closely at the text to see how Erin Sawyer portrays what is certain and uncertain about Pocahontas' life as a

prisoner.

Answer:

Captivity	Marriage
Kidnapped in 1613 by English settlers	Pocahontas married an English settler, John Rolfe, and became Lady Rebecca Rolfe
Settlers hoped to have their weapons and prisoners returned in exchange for Pocahontas	Marriage created a brief period of peace between Powhatans and Native Americans
Settlers wanted to convert Pocahontas to Christianity	In 1616, the Rolfes sailed to England in hopes of spreading peace and educating the English on the settlement in Virginia
Powhatans and English settlers never came to a compromise about freeing Pocahontas	

Look for students....

- Categorizing facts into the correct column of the graphic organizer.
- Rereading the text to find specific examples.
- Identifying facts about Pocahontas' life in captivity.
- Identifying facts about Pocahontas' marriage.
- Understanding that not all facts are certain about her life.

Additional Notes:

- It is important to remind students to look for which facts are certain. Help students to understand how to organize the information in the graphic organizer used to answer the question.

After the Lesson

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Teaching notes

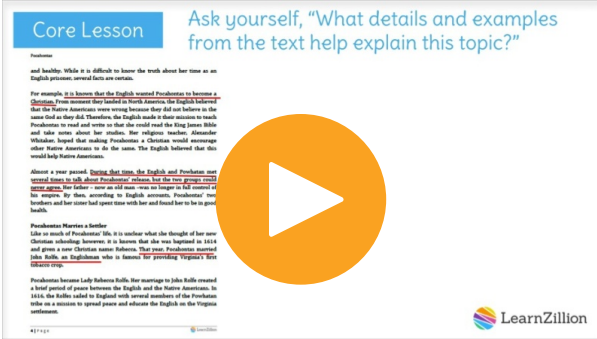# Comprehension Skill Video

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Visit https://haywood.lzill.co/r/44672

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.