

Day 4: "Who was Pocahontas?"

Begin lesson

Card 1 of 17

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

Download and print copies of the anchor text for each student.

Student Notes Sheet

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LearnZillion

Name: _____ Date: _____

Student notes for: "Who was Pocahontas?"

Day: 4

1. What year does the text first describe Pocahontas and John Smith meeting? What happened during that event?

2. Reread the section "Pocahontas saves John Smith." How does the author show how Pocahontas feels about John Smith?

3. According to the text, who led the voyage to England in 1616, and what was the mission of this voyage?

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

Pocahontas

Who Was Pocahontas?

By Erin Sawyer



The name of Pocahontas means a dreamer or visionary.

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"Who was Pocahontas?"

Erin Sawyer

Pacing: ~10 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.

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Who Was Pocahontas?

By Chris 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 summer camp on the nearby 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 women in 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,

The story of Pocahontas made its way into a movie.

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Teaching notes


Pacing: ~10 minutes

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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.

Card 8 of 17



Name: _____ Date: _____

Student notes for "Who was Pocahontas?"

Day: 1

1. What year does the text first describe Pocahontas and John Smith meeting? What happened during that event?

2. Reread the section "Pocahontas saves John Smith." How does the author show how Pocahontas feels about John Smith?

3. According to the text, who led the voyage to England in 1616, and what was the mission of this voyage?

4. Reread the sentences "Still, Smith respected Pocahontas' love for and faith in her tribe." What does the word "respect" mean here?

Teaching notes

Pacing: ~10 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.

Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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What year does the text first describe Pocahontas and John Smith meeting? What happened during that

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.1

Purpose: This question is designed to have students think about the first encounter described of Pocahontas and John Smith interacting.

Answer: In the text, it describes Pocahontas and John Smith first meeting in 1607. This is when John

Smith was captured by the Powhatan tribe. John Smith's diary states that in this event, Pocahontas performed a great act of bravery by stepping in between John Smith and the members of the Powhatan tribe. She was able to convince the tribe to set him free.

Look for students....

- Identifying the date in which Pocahontas and John Smith first met according to the text.
- Rereading the information under the heading "Pocahontas saves John Smith."
- Answering both parts of the question.

Guiding questions and prompts:

- Ask, "Under what heading can you find the answer to this question?"
- Ask, "Where did Erin Sawyer find the information about their first meeting?"
- Ask, "Was John Smith a member of the Powhatan tribe or an English settler?"

Additional Notes:

- It is important to point out to students that this is a two part question to ensure that they answer it entirely.

Supporting Question 2

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Reread the section "Pocahontas saves John Smith." How does the author show how Pocahontas feels

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.1

Purpose: This question is designed to have students determine Pocahontas' feelings about John Smith when they first met.

Answer: In the section "Pocahontas saves John Smith," the text describes the events of John Smith's

capture by the Powhatan tribe. When John Smith was captured, Pocahontas stepped in between the him and the Powhatan's, showing great bravery. She even persuaded them to let John Smith go. Her bravery and determination show that Pocahontas liked John Smith and had positive feelings about him during this event.

Look for students....

- Rereading the text under the heading "Pocahontas saves John Smith."
- Identifying John Smith's capture as an important event.

Guiding questions and prompts:

- Ask, "What happens to John Smith in this section?"
- Say, "Pocahontas saved John Smith. Use your background knowledge to infer the feelings one might have to save someone else. How does Pocahontas probably feel about John Smith?"
- Ask, "What does it mean to be brave?"
- Say, "Think about what it must have taken for Pocahontas to step in between John Smith and her family, the Powhatan tribe."

Additional Notes:

- This question is *not* focusing on the events of John Smith's capture, but instead his relationship with Pocahontas. Make sure to ensure that students focus on the feelings that Pocahontas' actions portray.

Supporting Question 3

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According to the text, who led the voyage to England in 1616, and what was the mission of this voyage?

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.3

Purpose: In order to answer today's question, it is important for students to consider why Pocahontas journeyed to England with John Rolfe and consequently, met John Smith again.

Answer: In 1616, John Rolfe and Rebecca Rolfe

(Pocahontas) led a voyage to England. Several members of the Powhatan tribe joined the Rolfes on their voyage. The mission of the voyage was to share information about the Virginia settlement with the people of England. They also hoped to spread peace between the Powhatan tribe and the English.

Look for students....

- Identifying which heading in the text to use to find information to answer this question.
- Locating the date in the text.
- Answering both parts of the question.

Guiding questions and prompts:

- Ask, "Who was Rebecca Rolfe?"
- Say, "Make sure to answer both parts of the question."
- Ask, "Under which heading will you find information to answer this question?"
- Ask, "Who is Erin Sawyer referring to when she says 'the Rolfes?'"
- Say, "A mission can be a goal to accomplish."

Additional Notes:

- Make sure to point out that there are two parts to this question. If necessary for your students, you may choose to lead a discussion about what the word **mission** means. It is necessary for students to understand this word in order to fully answer the question.

Supporting Question 4

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Reread the sentence:
"Still, Smith respected
Pocahontas' love for
and **faith** in her tribe."
What does the word

Teaching notes

Pacing: ~5 minutes

Standard: RI.4.4

Purpose: This question is designed as a scaffold to today's focus question. This question will help students determine the meaning of a word that is essential to understanding Pocahontas' feelings over time.

Answer: The word faith means strong confidence or belief. Pocahontas had a strong belief in her tribe, and John Smith respected that about her.

Look for students....

- Locating the sentence in the text.
- Identifying context clues to determine the meaning of the word.

Guiding questions and prompts:

- Ask, "Where have you heard the word faith before? Remember that words can have multiple meanings."
- Ask, "Under what heading do you find the word **faith**?"
- Say, "Think about what events are happening during this section."

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 answer both questions, making sure to explain their thinking. It may be a good time to make a connection to students' background knowledge of the word **faith**. Students may have heard this word before pertaining to religion, and this may help them determine the meaning of the word in the text.

Focus Question

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<div>Focus Question</div>	Teaching notes

Focus Question

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How did Pocahontas' feelings about John Smith change over time? Use evidence from the text to

Teaching notes

Pacing: ~15 minutes

Standard: RI.4.3.

Purpose: This question is designed to ensure that students are looking closely at the relationship between Pocahontas and John Smith and how it changed over time.

Answer:

When Pocahontas was a young girl, she cared about John Smith. John Smith wrote in his diary about how Pocahontas saved his life by persuading her father, the Chief, to set him free. This shows she liked him then.

However, when Pocahontas met John Smith in England after her kidnapping and marriage, she was angry with him. The text says, "She was angry at how the English had treated her tribe, and she considered Captain Smith to be largely responsible." This shows Pocahontas' feelings toward John Smith went from positive to negative over time.

Look for students....

- Identifying how Pocahontas felt about John Smith at the beginning, middle and end of the text.
- Describing the events and change in feelings chronologically over time.

Additional Notes:

- It may be helpful for students to revisit their timeline from day one to review the events throughout the text. They can then zoom in and focus on the events that involve both Pocahontas and John Smith in order to determine her feelings about him. This question has two parts, so it is important to make sure that students are using specific examples from the text to back up their answer.

After the Lesson

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After the Lesson

Teaching notes

Comprehension Skill Video

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Core Lesson

Reread the text. How does the author describe the historical figures in the event?



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Visit <https://haywood.lzill.co/r/43218>

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.