

Day 5: "Who was Pocahontas?"

Begin lesson

Card 1 of 11

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

Card 2 of 11

Before the
Lesson

Teaching notes

Anchor Text

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Teaching notes

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

Student Notes Sheet

Card 4 of 11



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

Teaching notes

Introduction 1 of 2

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Pocahontas

Who Was Pocahontas?

By Dana Sawyer



In 1607, English settlers arrived in Jamestown to create a colony that they hoped would bring great riches to their home country. They found 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 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 natives in the English colony. She often helped 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 the years old at the time, was sent to

deliver the packages as a symbol of peace between the groups in exchange.

Reread the article independently.

Teaching notes

Pacing: ~10 minutes

Notes:

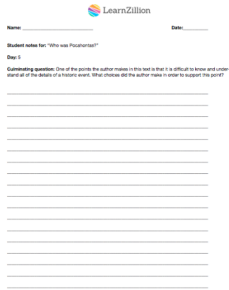
- Remind students that this week they have been close reading the article "Who was Pocahontas?"
- Make sure each student has their copy of the text and the student notes sheet.
- Explain that today they will be writing a longer

written piece independently. Ask students to think about everything they have learned this week and how it helped them better understand the text.

- Ask students to reread the text independently before introducing the prompt.

Introduction 2 of 2

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Today we will be responding to a question about the text in longer, written form.

Use evidence and specific examples from the text to support your answer.

Teaching notes

Pacing: ~10 minutes

Notes:

- Remind students that this week they have been close reading the article "Who was Pocahontas?"
- Make sure each student has their copy of the text and the student notes sheet.
- Explain that today they will be writing a longer

written piece independently. Ask students to think about everything they have learned this week and how it helped them better understand the text.

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Focus Question

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Focus
Question

Teaching notes

Focus Question

Card 9 of 11

One of the points the author makes in this text is that it is difficult to know and understand all of the

Teaching notes

Pacing: ~35 minutes

Standard: RI.4.5

Purpose: In this question, students are taking a close look at the choices Erin Sawyer makes when portraying the life of Pocahontas. Students are made aware of the difficulties of piecing together history and the importance of understanding the resources and sources used to gather information.

Answer:

Erin Sawyer tells us that when we are studying history it is often difficult to piece together and understand everything that happened. She shows this through her word choice and examples from Pocahontas' life. In the first part, she uses the phrase "while little is known about Pocahontas" to tell us that we don't have a lot of information about her. She also says "some records claim...while others maintain," "it is known" and "it is unclear." Each of these word choices indicate that there is missing information.

The author also points out that there are few sources that provide us with information about Pocahontas and her interactions with John Smith. In the section "Pocahontas saves John Smith," the author states that "the only first-hand account of John Smith's capture comes from John Smith's diary." All of the details about John Smith's capture and Pocahontas' bravery to free him are found in this diary. The author also points out that not everyone believes the diary entries to be true. The author chooses to include a sidebar that shows how using diaries can be a problem because they only show one point of view. As you can see, Erin Sawyer makes many choices that show history is hard to fully understand when there are not many sources.

Look for students....

- Identifying word choice used throughout text to support answer.
- Organizing information chronologically.
- Rereading the sidebar to find information.
- Naming Erin Sawyer's source for information about John Smith's capture.

After the Lesson

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After the Lesson

Teaching notes

Comprehension Skill Video

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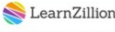
Teaching notes

Core Lesson Reread, noting reasons and examples the author gives to support the point.

Pocahontas Marries a Settler
 Like so much of Pocahontas' life, it is unclear what she thought of her new Christian schooling. However, it is known that she was baptized in 1614 and given a new Christian name: Rebecca. That year she married John Rolfe, an Englishman who is famous for introducing the tobacco crop.

Pocahontas became Lady Rebecca Rolfe. Her marriage led to a brief period of peace between the English and the Powhatan tribe. In 1616, the Rolfes sailed to England with several members of the tribe on a mission to spread peace and education.

Not much is known about Pocahontas' life. It is known that she was baptized in 1614 and given the Christian name Rebecca.



Visit <https://haywood.lzill.co/r/44673>

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.