

# Day 1: "Who was Pocahontas?"

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## 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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*This content is not available.  
You are seeing this message  
because the resource is still in  
draft or there is no resource  
with the given id.*

## 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 identify important events throughout the text to use in their timeline.

# Student Notes Sheet

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LearnZillion

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student notes for "Who was Pocahontas?"

Day: 1

1. Reread the first sentence of "Who Was Pocahontas?" What is the meaning of the word *settlement*? How do you know?
2. According to the text, what role did Pocahontas play in the Powhatan's interactions with the English settlers when they first arrived?
3. How do the headings support the order of events in the text?

## 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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## Who Was Pocahontas?

By Erin Sawyer



The name of Pocahontas means a dove or a peace pipe. The name of Pocahontas was used to describe the peace between the English and the Powhatan Indians.

"Who was Pocahontas?"

Erin Sawyer

### Teaching notes

**Pacing:** ~15 minutes

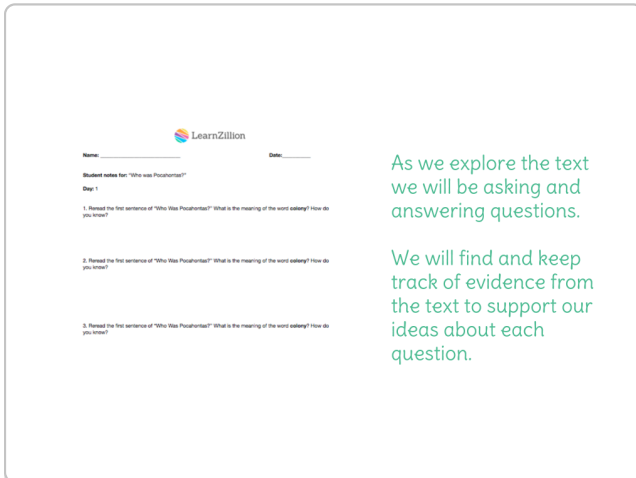
#### Notes:

- 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.

# Introduction 2 of 2

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The screenshot shows a student worksheet with the LearnZillion logo and a name field. The text on the worksheet includes: "Student notes for 'Who was Pocahontas?'", "Day 1", and three numbered questions: "1. Reread the first sentence of 'Who Was Pocahontas?' What is the meaning of the word *salley*? How do you know?", "2. Reread the first sentence of 'Who Was Pocahontas?' What is the meaning of the word *salley*? How do you know?", and "3. Reread the first sentence of 'Who Was Pocahontas?' What is the meaning of the word *salley*? How do you know?".

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

### 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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Reread the first sentence of "Who Was Pocahontas". What is the meaning of the word colony? How do

## Teaching notes

**Pacing:** ~5 minutes

**Standard:** RI.4.3

**Purpose:** This question is designed to build student word knowledge of words that are relevant to understanding the text.

**Answer:** The word colony describes a place in a new land where a group of people settle to live. I know

this because the article says that the English settlers arrived in Jamestown and wanted their colony to bring "riches" to their home country. So Jamestown was the colony and England was the home country.

### Look for students....

- Locating the first sentence of the text.
- Using context clues within the introduction to determine the meaning of the word.
- Answering both parts of the question.

### Guiding questions and prompts:

- Ask, "Where else in the introduction do you see the word 'colony'?"
- Ask, "What does the word settlers mean? Does it sound like another word 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. 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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According to the text, what role did Pocahontas play in the Powhatan's interactions with the

### Teaching notes

**Pacing:** ~5 minutes

**Standard:** RI.4.3

**Purpose:** This question is designed to help students recognize Pocahontas' role in delivering symbols of peace to the settlers. Recognizing these details provides a scaffold for students as they lay out all of the main events in Pocahontas' life.

**Answer:** Pocahontas traveled to exchange packages of goods between the Powhatan tribe and the English settlers. Pocahontas was one of the few who visited the settlers in a friendly manner and worked to provide symbols of peace.

### Look for students....

- Locating information under the heading "Pocahontas Meets the Strangers."

### Guiding questions and prompts:

- Ask, "Under what heading will you find the answer to this question?"
- Ask, "How old was Pocahontas when she first met the settlers?"
- Say, "Pay attention to the phrase, 'symbol of peace.'"

### Additional Notes:

- The question is asking students to focus on Pocahontas' interactions when the settlers first arrived. Ensure that students don't move on to later parts in the text where Pocahontas interacts with the English settlers.

## Supporting Question 3

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How do the headings support the order of events in the text?

### Teaching notes

**Pacing:** ~5 minutes

**Standard:** RI.4.5

**Purpose:** This question is designed to help students pay careful attention to the headings in the text and to think about why the author included these headings.

**Answer:** The headings each tell what you will read

about in the section below. Each heading tells about a time in Pocahontas' life and the headings are going in chronological order.

#### Look for students....

- Locating the headings throughout the text.
- Comparing the headings with the chronological structure of the story.

#### Guiding questions and prompts:

- "What do you notice about the order of the headings?"
- Say, "Look at each of the headings throughout the text."
- Ask, "How do the headings inform you of what information will be in that section of the text?"

#### Additional Notes:

- This is a great time to point out the importance of text features in nonfiction text. If time allows, you may point out the pictures and discuss how the captions give you information about what is happening in the story.

## Focus Question

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# Focus Question

### Teaching notes

## Focus Question

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Describe the structure used to organize the information about Pocahontas' life in the text. Create a timeline

### Teaching notes

**Pacing:** ~15 minutes

**Standard:** RI.4.5.

**Purpose:** This question helps students to visualize the structure of the story and recognize that the events in Pocahontas' life are told in chronological order. Although this is a "right there" question, understanding this text structure will help students to dig deeper into the way Erin Sawyer conveys the

information in the text and will help students determine the answer to the questions on the remaining days.

#### Answer:

Erin Sawyer presents the story of Pocahontas in chronological order, starting from when she first met the English settlers to when she sailed to England with her husband John Rolfe. Chronological order means to put events in order from beginning to end.

Possible sequence of events on timeline:

- 1) English settlers arrived in Jamestown in 1607.
- 2) Pocahontas delivered packages between groups as a symbol of peace.



- 3) The Powhatan tribe captured John Smith and Pocahontas helped free him.
- 4) Pocahontas is captured by the English settlers in 1613.
- 5) In 1614 Pocahontas married John Rolfe.
- 6) In 1616 the Rolfe's sailed to England to spread information about the settlement in Virginia.

**Look for students....**

- Reviewing the text to find the important events in Pocahontas' life.
- Identifying dates found in the text.
- Sequencing events in chronological order.
- Identifying the text structure as chronological due to dates throughout text.

**Additional Notes:**

- It may be helpful to give students a ballpark amount of events they should be including in their timeline. Their timelines should not be *too* specific or *too* general. You also may want to model placing the first event on the timeline so students have a better idea of what is expected of them. ELL students may be encouraged to draw a picture of their events.

## After the Lesson


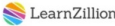
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**Teaching notes**

After the  
Lesson

# Comprehension Skill Video

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<p><b>Core Lesson</b> Ask yourself, "Why did the author choose this text structure and how does it help me understand the important events in the text?"</p>  <p> LearnZillion</p> <p>Visit <a href="https://haywood.lzill.co/r/44670">https://haywood.lzill.co/r/44670</a></p>	<h2>Teaching notes</h2> <p>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.</p>
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