

## Sample Social Studies Learning Plan

### Big Idea/ Topic

#### The Pocahontas Story

Connecting Theme/Enduring Understanding:

**Location:** The student will understand that location affects a society's economy, culture, and development.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

Essential Question:

Did Pocahontas save John Smith's life?

### Standard Alignment

**SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.**

- a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10WHST1: Write arguments focused on discipline-specific content

**Information Processing Skills–** 6 (Identify and use primary and secondary sources), 15 (determine adequacy and/or relevancy of information)

### Instructional Design

**\*This lesson has a flexible timeline and will cross over several days.**

**This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.**

**Part 1:** Use the word cloud function of poll everywhere (or another site) and have students put in words they associate with Pocahontas. The more frequent words or terms are the larger they become. Have students discuss one thing they notice and one question they have about the word cloud that is generated. This could be done in break out rooms (zoom or another conferencing function) or in a general discussion.

**\*Unplugged variation** – Students will do the same activity, but write it down in their class notebooks instead.

**Part 2:** Teacher goes through the [Jamestown PPT](#) provided and has students take notes using the Graphic Organizer. The PPT provides natural breaks for discussion and video clips if the teacher has time to implement. This is designed to be a general overview of Jamestown that will help contextualize the document analysis for Parts 3 and 4.

**\*Unplugged variation** – Students fill out the graphic organizer using a printed version of the PowerPoint.

**Part 3:** Teacher asks students if they think Pocahontas actually saved John Smith's life (last video clip in PPT). Teacher asks how do we know what we know about the past? Pass out the timeline to the students and go through key events... this is where students realize that Disney lied about some of the details (John Rolfe).

**\*Unplugged variation** – Student has a paper copy of the timeline and answers questions in their notebook. Depending on the needs of your students, you may want to provide a summary of what would have been discussed during a class discussion.

**Part 4:** Read Document A together and do a think aloud as you read. Start by sourcing the document and looking back at the timeline to contextualize what is going on when the document was written and who wrote it. Think about John Smith's words for example "kindness." This should be practiced before you do it in front of your kids.

Next have students do Document B individually and then fill out the graphic organizer that outlines their ideas for the two documents. Bring the group back together for a discussion and have them hypothesize why John Smith might have conflicting accounts.

**\*Unplugged variation** – Students will use the paper copies to analyze the documents and fill out the graphic organizer.

**Part 5:** Have students read the historians' interpretations in breakout rooms or individually and discuss which one they find more believable and why. You can have students fill out the graphic organizer or just have them discuss. Bring the discussion back to the full group. Share the summative task where students must answer the EQ in 5 sentences or more and cite at least two of the documents.

**\*Unplugged variation** – Students will use the paper copies to analyze the documents, fill out the graphic organizer, and do the summative task.



## Student Learning Supports

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider using think aloud stems in order to help students start thinking about thinking.
- Considering allowing students to record their answers in a Flipgrid or another format for their summative task.
- Consider allowing students to record their summative task orally.

### Opportunities for Extension:

- Look deeper into the history of Pocahontas <https://www.britannica.com/biography/Pocahontas-Powhatan-princess>
- Look into other Disney movies (or historical movies in general) and research any historical inaccuracies.

**Unplugged Supplies:** Lesson checklist, writing utensil, Jamestown PPT, Jamestown Graphic Organizer, Jamestown Timeline, Jamestown Documents (John Smith A,B and Historians A,B), John Smith Documents Graphic Organizer, Historian Documents Graphic Organizer

## Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

## Engaging Families

Materials included to support unplugged learners: Lesson checklist, [Jamestown PPT](#), Jamestown Graphic Organizer, Jamestown Timeline, Jamestown Documents (John Smith A,B and Historians A,B), John Smith Documents Graphic Organizer, Historian Documents Graphic Organizer

Materials not included to support unplugged learners: paper, pens/pencils



# Pocahontas/Jamestown

## US History Lesson Checklist

### **SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.**

b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development

#### Part 1:

- Write down anything you think know about Pocahontas and/or Jamestown in your notebook.

#### Part 2:

- Go through the PPT slides and write down notes in the Jamestown Graphic Organizer. Think about the categories carefully and know that some ideas could go into multiple categories.

#### Part 3:

- Look over the Jamestown timeline and answer the following questions in your class notebook...
  - How old was Pocahontas when she met John Smith?
  - Who did Pocahontas marry?
  - What do you think the trip to England was like for Pocahontas?
  - How do these events differ from what your original thoughts or movie portrayals were of these same events?

#### Part 4:

- Look at the picture of Pocahontas saving John Smith from her Dad's potential death sentence. Write down one thing you notice and one question you have in your notebook.
- Try to decide if you think the scene in this image actually happened in real life and then begin looking at the documents.
- Read John Smith's Documents A and B and fill out the corresponding graphic organizer. It may help to reference the timeline to try to pinpoint what John Smith may have been thinking/doing at the time.

#### Part 5:

- Read the Historians' point of view in the second set of documents and fill out the graphic organizer.
- Take a look at the summative task and answer the question, Did Pocahontas save John Smith's life? Follow the guidelines on the summative task sheet.



## Jamestown

- It was started by the Virginia Company in 1607.
  - This was a joint-stock company looking to make money in the "New World."
- Established in modern day Virginia.



## Jamestown

The British created Jamestown with the hope of getting rich like the Spanish. GOD! GLORY! GOLD!

- However, there were many difficulties early on:
  - Disease
  - Swampy land
  - Indian attacks
  - Poor leadership (especially after John Smith left)
  - Brought gold mining equipment rather than materials to start a colony



## Jamestown

- At one of its lowest points, settlers were known to turn to acts of cannibalism. Quote- "Whether she was better roasted, boiled or carbonado'd [barbecued], I know not. Such a dish as powdered (salted) wife, I never heard of."



## Jamestown

- The only thing that kept the colony from completely failing was tobacco.
  - Tobacco became a very important cash crop for the colonies.
  - Colonists in the South became extremely wealthy cultivating tobacco for European consumers.



# Early American Government

- The Virginia Company allowed the colonists to govern themselves.
- The colonists in Jamestown created the House of Burgesses.
  - It is the first representative government established in the colonies.
  - You had to be a white male, be at least 17 years old, and own land to vote.





## HOW SLAVERY CAME TO THE U.S.

History on slavery



### Indentured Servants

Indentured servants became the first means to meet this need for labor. In return for free passage to Virginia, a laborer worked for four to five years in the fields before being granted freedom.



## HOW SLAVERY CAME TO THE U.S.

History on slavery

### African Slaves

In 1619 the first African slaves were brought to the New World.

After poor whites and blacks joined together in Bacon's Rebellion, the rich planters put them against each other in order to keep power.

The evolution of slavery will be a central discussion in class.

## Native American Relations



- In the beginning, Native Americans like Powhatan and Pocahontas helped the colonists survive, but due to the British's attitude towards the Native Americans, the relationship fell apart and became adversarial.
- As Jamestown continues to expand, and gain in population, relations with local tribes began to sour.
- Ultimately, the Native Americans lost their land and were forced to either leave the land or be placed on reservations.
  - This will become a common theme in American History.



# Jamestown Graphic Organizer

**SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.**

**b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development**

<u>Categories</u>	<u>Notes</u>
Reasons for Coming	
Impact of Location and Place (Geography)	
Relations with American Indians	
Economic Development	



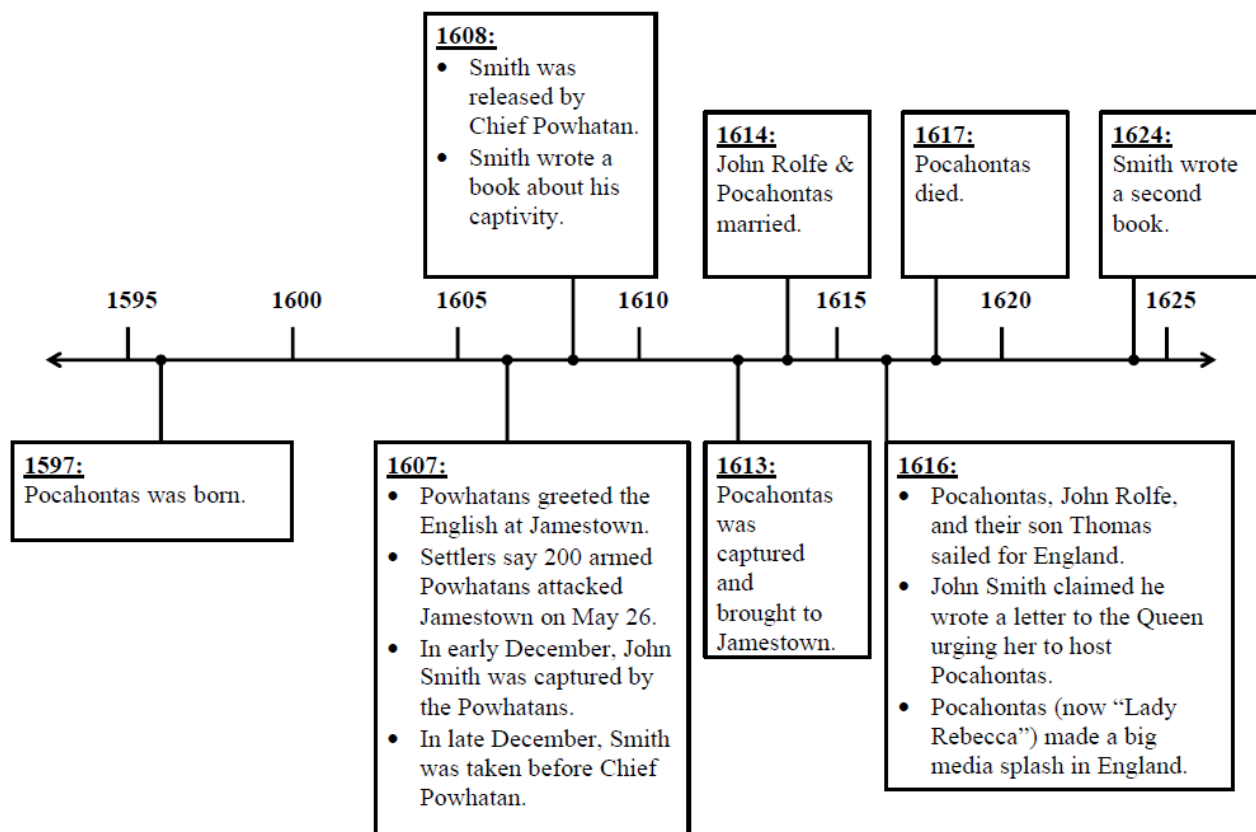




<https://commons.wikimedia.org/wiki/File:Pocahontas-saves-Smith-NE-Chromo-1870.jpeg>



## Timeline of Events Related to Pocahontas & John Smith



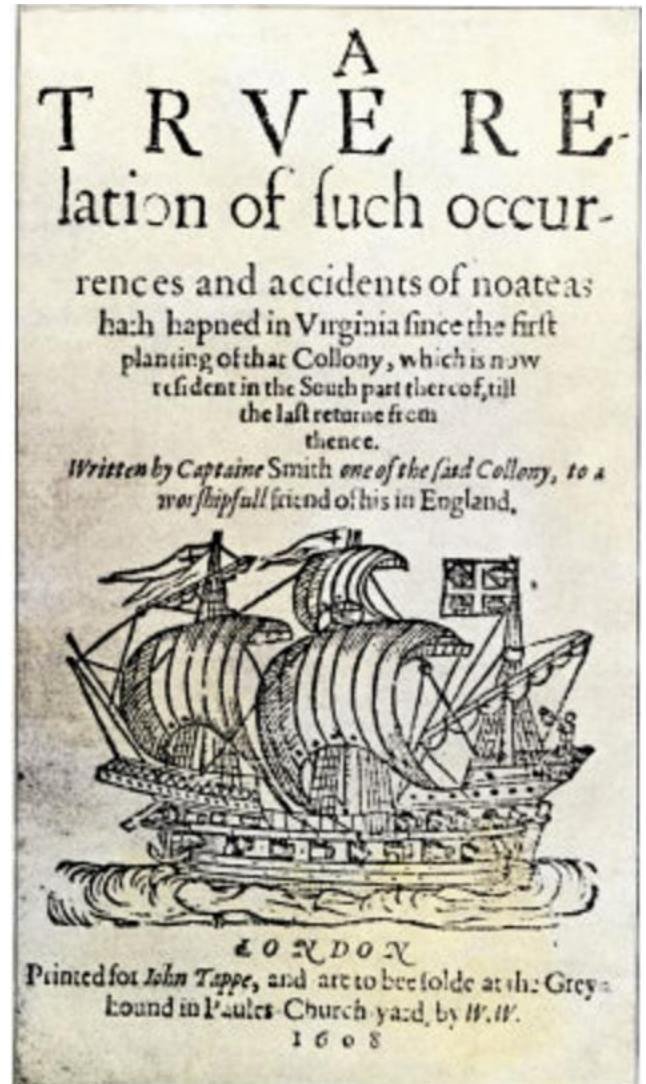
<https://sheg.stanford.edu/history-lessons/pocahontas>



## Document A: *True Relation* (Modified)

**Source:** Excerpt from John Smith's book *A True Relation of Such Occurrences and Accidents of Note as Hath Happened in Virginia Since the First Planting of that Colony, published in 1608.*

Arriving in Werowocomoco, the **emperor** welcomed me with good words and great platters of food. He promised me his friendship and my freedom within four days. . . . He asked me why we came and why we went further with our boat. . . . He promised to give me what I wanted and to feed us if we made him hatchets and copper. I promised to do this. And so, with all this kindness, he sent me home.





## Document B: *General History* (Modified)

**Source:** *Excerpt from Smith's later version of the story in General History of Virginia, New England and the Summer Isles, published in 1624.*

They brought Smith to Meronocomoco, where he saw Powhatan, their Emperor. Two great stones were brought before Powhatan. Then Smith was dragged by many hands, and they laid his head on the stones, ready to beat out his brains. Pocahontas, the King's dearest daughter took his head in her arms and laid down her own upon it to save him from death. Then the Emperor said he should live.

Two days later, Powhatan met Captain Smith and said they were friends. He told Smith to bring him two guns and a **grindstone** and he would consider Smith his son.



# John Smith Documents Worksheet

## *Did Pocahontas save John Smith's life?*

***True Relation*** says

***General History*** says

Why would Smith add on to his earlier story?

Why might Smith lie or exaggerate and invent new information?

Why wouldn't Smith lie about the story?



## Historian Interpretation A: Paul Lewis (Modified)

**Source:** *Excerpt from The Great Rogue: A Biography of Captain John Smith, written by the historian Paul Lewis in 1966.*

In 1617, Pocahontas became a big media event in London. She was a “princess” (daughter of “king” Powhatan), and the first Indian woman to visit England. Because she converted to Christianity, people high in the church, as well as the King and Queen, paid attention to her.

While all this was going on, John Smith published a new version of *True Relation*, adding footnotes that say that Pocahontas threw herself on Smith to save him. Smith even takes credit for introducing Pocahontas to the English language and the Bible.

Then, in 1624, Smith expands his story in *General History*. He adds details to the story, and says that Pocahontas risked her life to save his. Why would a chief who had been so friendly before, suddenly decide to kill John Smith?





## Historian Interpretation B: J.A. Leo Lemay (Modified)

**Source:** *Excerpt from The American Dream of Captain John Smith, written in 1991 by historian J.A. Leo Lemay.*

John Smith had no reason to lie. In all of his other writings he is very accurate and observant. For 250 years after his captivity, no one questioned his story. The reason the two versions differ is that their purpose is different.

In *A True Relation*, Smith didn't want to brag about his adventures, he wanted to inform readers about the land and people of Virginia. In the *General History*, his goal was to promote settlement in Virginia (and added stories might get people interested).

There is no doubt the event happened. Smith may have misunderstood what the whole thing meant. I think it was probably a common ritual for the tribe, where a young woman in the tribe pretends to save a newcomer as a way of welcoming him into the tribe.



# Historian Interpretation Worksheet

## *Did Pocahontas save John Smith's life?*

*Paul Lewis* says

*J.A. Leo Lemay* says

Which historian interpretation do you find more convincing?

Why?



## ***Did Pocahontas save John Smith's life?***

In 5 or more sentences answer the question above and cite at least two of the sources we read to back up your argument.

