

Part I: Thematic Primary Source Set

Topic/Big Idea: What is the truth about Pocahontas? Did Pocahontas marry John Smith and live happily ever after?

Grade Level and Subject Area: 4th Grade Social Studies

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Date: 10/22/15

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Smith Rescued by Pocahontas/E. Corbould; T.Knight Creator(s): George Virtue Date Created/Published: London: Published by George Virtue, between 1850-1900 http://www.loc.gov/item/93517603/</p>
	<p>Title: The Wedding of Pocahontas with John Rolfe/Geo Spohni Creator(s): Anton Hopenstein, and George Spohni Date Created/Published: Philadelphia: Published by Joseph Hoover, 719 Samson St., 1867. http://www.loc.gov/item/2006677657/</p>
	<p>Title: Pocahontas Creator(s): Brooke, Richard Norris Date Created/Published: Between 1900-1912 by Detroit Publishing Co. http://www.loc.gov/item/det1994022588/PP/</p>



Part II: Classroom Activity Plan

Essential/Investigative Question: What is the truth about Pocahontas? Did Pocahontas marry John Smith and live happily ever after?

Objective(s): The student will be able to describe Pocahontas' involvement with the development of the English colonization by creating a timeline of events

Standard(s) Addressed: VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by: g). Describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.

Procedure:

1. Begin the lesson by asking students to brainstorm information that they already know about Pocahontas and her story. On the board, create a concept map with Pocahontas in the middle, and write down the students' ideas during discussion of prior knowledge.
2. After brainstorming ideas about Pocahontas, show the first primary source of "Smith Rescued by Pocahontas" to the class. Have students talk with their group about what they see in the picture and whether this is new information for them or adds new information to their knowledge about Pocahontas. Ask them to think about why Pocahontas might be rescuing John Smith in the picture.
3. Next, present the picture of Pocahontas at her wedding with John Rolfe and ask students to again discuss the image. Have them develop questions about what they see and why they are seeing Pocahontas with John Rolfe instead of John Smith like what many people misconstrue.
4. This will lead into the discussion about the truth behind the story of Pocahontas and how it is very different from the Disney story and what most people think. Share that while Pocahontas did interact with John Smith and was his friend, she actually was taken hostage by the English Settlers. While she was kept by them, she was promised to be set free if she were to marry John Rolfe, another English settler. Have students write down this information with the coordinating dates so they can begin to get an idea of the chronology of events.
5. Next, show the last primary source of Pocahontas pictured wearing more English style clothes. Ask why she may be wearing these clothes and what this could mean? Why is there a professional portrait of her in these clothes?
6. Explain that Pocahontas and John Rolfe went to Europe as a way to promote the English settlement and as a way to show that relations with Native Americans were running "smoothly."
7. Continue to have students write down dates along with information.
8. As a form of assessment and for the main activity, have students create their own timelines for Pocahontas that demonstrate how she was involved in the English Settlement and how she was used as a way to convince others to come to America from Europe. Students should include various events and details, as well as draw pictures to help them remember the information.

