

About the Book

Text Type: Nonfiction/Biography Page Count: 24 Word Count: 2,116

Book Summary

She was a young woman who lived more than 400 years ago, but people are still fascinated by her today—Pocahontas of the Powhatan is famous even though little is truly known about her life. Although stories and records have been exaggerated—and many contradict each other—we do know she was a young girl when the English colonists arrived in Jamestown. Read on to learn more about this amazing and mysterious woman!

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Identify author's purpose
- Recognize and use proper nouns that name people
- Identify root words and affixes

Materials

Green text indicates resources are available on the website.

- Book—*Pocahontas at Jamestown* (copy for each student)
- Chalkboard or dry-erase board
- Dictionary
- Summarize, proper nouns, root words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Content words:

Story critical: *Algonquian* (n.), *charter* (n.), *colony* (n.), *contradict* (v.), *negotiate* (v.), *symbol* (n.)

Enrichment: *confederacy* (n.), *investors* (n.), *labor* (n.), *ransom* (n.), *settlement* (n.), *society* (n.)

Before Reading

Build Background

- Show the photograph of Pocahontas on page 3 and ask students if they know who the woman in the picture is. Then show them the illustration on page 5. Discuss with students that the two images are of the same woman, Pocahontas, and the reasons why they are probably so familiar with the second image. Explain that much of Pocahontas's life has been fictionalized, embellished, or exaggerated, but what we know of her real life is really quite interesting.
- Show the map on page 7 to give students an idea of where the colony of Jamestown was. Explain that it was the first permanent English colony in America, even before the Mayflower Pilgrims landed at Plymouth Rock.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the story on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Summarize**

- Direct students to the table of contents. Ask students what they expect to find out about in each section.
- Have students preview the rest of the book, looking at photos, illustrations, captions, and other text features.
- Explain to students that one way to understand and remember information in a story is to write a summary, or a brief overview, of the most important information in a section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*.
Think-aloud: As I read this story, I am going to stop every now and then to remind myself about the information I have read so far about Pocahontas. Doing this helps me remember what I'm reading and makes me think about new information. When I finish reading the story, I will be able to tell, in my own words, some of the most important information from each section of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason or purpose for writing a story. The purpose is either to *inform*, *entertain*, or *persuade*. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think or do something in a new way.
- Read the title page and the first paragraph on page 4 aloud. Model how to identify the author's purpose.
Think-aloud: When authors write, they have a reason, or purpose, for writing a book. They want to inform me, entertain me, or persuade me. After reading the title and the first page of this book, I think the author wants readers to learn facts and information about the real Pocahontas, so I think her purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain us or persuade us.

Introduce the Vocabulary

- As students preview the cover of the book, ask them to talk about what they see in the illustration.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *negotiate* in the dictionary. Invite a volunteer to read the definition for *negotiate*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.

Lesson Plan *(continued)*

Pocahontas at Jamestown

- Have students find the bold word *contradict* on page 5. Point out that authors will sometimes provide clues to a word's meaning directly in the text. Read aloud the paragraph containing the word *contradict*, then ask students to infer the meaning of the word. Next, have a volunteer read the definition of *contradict* in the glossary.

Set the Purpose

- Have students read to find out more about Pocahontas, stopping after each section to summarize their reading.

During Reading

Student Reading

- **Guide the reading:** Have students read page 4. Model summarizing important information and identifying author's purpose in the Introduction.
Think-aloud: I made sure to stop reading after this page to summarize what I'd read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. In this section, I learned John Smith was a leader of the Jamestown Colony in Virginia in 1607. He later told stories of his time in Virginia, one of them being about a young Indian girl named Pocahontas who saved him from a group of warriors. I underlined John Smith, Virginia, Jamestown, 1607, Pocahontas, and saved Smith's life. I also learned that experts believe the story is not true, and perhaps John Smith made up the whole story. However, Pocahontas was a real person. I underlined these words and phrases, too. These are all very interesting historical facts. I am now sure the author's purpose was to inform me about this interesting woman.
- Invite students to assist you in filling in this information on the chart. Have them decide which facts go in the various boxes of the chart. Point out that sometimes not all of the questions (who, what, when, where, and why) are answered in every section. Create a summary with students on the basis of the information in the chart. (Captain John Smith was one of the Jamestown colony leaders in 1607 Virginia. He told stories of a young Indian girl named Pocahontas who saved his life from a band of Indian warriors. The story is probably untrue, but Pocahontas was a real person).
- **Check for understanding:** Have students read to the end of page 6. When students have finished reading page 6, have them work with a partner to identify the important information (Who: Pocahontas, daughter of powerful chief, Powhatan; Algonquin tribes, strong, tall people, What: stories have been changed, many contradict each other; wanted to trade with colonists; built wooden homes, canoes, used rock and bone for tools, hunted, fished, farmed; When: 1595; Where: low-lying coastal regions of Virginia).
- Have students work together on a separate piece of paper to create a summary of this section.
- Ask students to explain the author's purpose in this section. Ask them if they continue to think it is to inform, or if she has entertained or persuaded the reader in any way on these pages. Discuss their responses.
- ✍ Have students read the remainder of the book. Remind them to underline information in each section that answers the questions who, what, when, where, and why, and to keep in mind what the author's purpose is.
- ✍ Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.
- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Divide students into pairs. Assign each pair one of the remaining sections from the book. Remind them to underline information that answers the questions *who*, *what*, *when*, *where*, and *why* while reading. Have each group discuss the information they underlined in their section. Have them use the information to rehearse an oral summary of the section. When students have finished, share and discuss their summaries aloud.

Think-aloud: *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know I will remember more about Pocahontas because I summarized as I read the book.*

- **Independent practice:** Introduce and explain the [summary worksheet](#). Have students fill in their underlined information, then write a summary for the section they worked on.


Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Ask them if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author to inform and entertain readers at the same time?
- **Enduring understanding:** In this book, you read about a real woman named Pocahontas, and what was probably fact and what was fiction about her. Now that you know this, what will you think about the next time you read about (or see a movie about) a famous historical person?

Build Skills

Grammar and Mechanics: Proper nouns: Names of people

- Review or explain that a *noun* is a *person*, *place*, or *thing*. Write the following sentence on the board: *A little girl named Pocahontas ran in and knelt beside John Smith.* Underline *girl*, and point out that this is an example of a regular noun, naming a person.
- Ask students why *Pocahontas* and *John Smith* are capitalized. Explain or review that these are examples of *proper nouns*, naming a *specific person*, therefore they are capitalized. Specific things and specific places are also proper nouns and should be capitalized. For example, point out the words *Virginia* and *Jamestown*, and explain that these are the names of specific places.
- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence or in the title of a section. Point out instances in the book where capitals are used but a proper noun is not present.

 **Check for understanding:** Write *Person* on the board and underline it. Ask students to reread page 12 and locate any proper nouns that name a person (*Powhatans*, *Chief Powhatan*, *Pocahontas*, *Capt. Smith*, *Baron De La Warr*). Write these on the board. Ask them to notice other proper nouns on the page that name places (*Jamestown*, *England*) or things (*January*, *October*).

- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss answers aloud after students finish.

Word Work: Root words

- Explain to students that a *root word* is the smallest part of a word that can stand alone as a separate word. Often the root word can help the reader identify or infer the meaning of a longer word. Write the word *found* on the board. Then write *founded* and *foundation*.

Lesson Plan *(continued)*

Pocahontas at Jamestown

- Explain or review that prefixes and suffixes are a syllable, or group of letters, added to the beginning or end of a word to alter or change its meaning or its verb tense. Highlight the examples of suffixes on the words on the board (*-ed* and *-ation*). Explain how *-ed* changed the verb tense of *found* from present tense to past tense, and *-ation* changed the word from a verb into a noun.
- Write the words *investor* on the board. Ask students what the root word is, and write *invest* under the word *investor*. Discuss how prefixes and suffixes often have meanings of their own. For example, when the suffix *-or* is added, it changes the word from a verb into a noun. Knowing what the word *invest* means (*to put money into something*) helps the reader understand what *investor* means (*a person who invests*). The suffix *-or* means *a person who*.
- Have students turn to page 7, and find the word *settlement*. Ask students what the root word of *settlement* is (*settle*) and its meaning (*to take up residence, or live, in a new place*). Discuss with students how adding the *-ment* suffix changed the meaning to *a new place where people live*.
- **Check for understanding:** Write the word *tell*, *retell*, and *retellings* on the board. Ask a volunteer to look up the root word *tell* in the dictionary and read aloud its meaning and part of speech. Ask others to identify the part of speech of the other words, its prefix or suffix, and what each word might mean, on the basis of the meaning of *tell*.
- **Independent practice:** Introduce, explain, and have students complete the [root words worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. With someone at home, have them summarize the sections of the book and discuss the author's purpose.

Extend the Reading

Informational Writing Connection

Have students create a game for the rest of the class called *Pocahontas: Fact or Fiction?* Provide large construction paper and allow students to write at least ten statements about Pocahontas they learned from reading the book or by conducting further research from print or the Internet (for example, "Pocahontas was only 21 years old when she died"). Make sure that several of the statements are previously believed falsehoods (for example, "Pocahontas saved John Smith from angry warriors"). Allow time for the group to present their "game" to the rest of the class.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies/Math Connection

Using the timeline on page 23, have students determine how old Pocahontas was during certain events in her life (for example, she was 11 years old when the English colonists arrived at Jamestown). Ask them to share in a roundtable discussion her relative age for life events and how this compares to their own age and life experiences.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of summarizing to understand text during discussion and on a worksheet
- accurately identify the author's purpose during discussion
- correctly understand and use proper nouns that name people during discussion and on a worksheet
- identify and understand root words and affixes during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**