

Name
Date
Section

Summer Reading: Pocahontas

10th Grade US History
AY 18-19

Central Question: *Did Pocahontas save John Smith's life?*

Introduction

What do you know about Pocahontas? (2-3 sentences)

Watch this video clip: <https://www.youtube.com/watch?v=U1ICPXYMkc>

Youtube Search: Pocahontas Saves John Smith HD

Video Clip Debrief Questions:

Do you believe the movie's depiction of who saved John Smith? If not, explain what actually happened between Pocahontas and John Smith?

Why might we trust the movie's account? Why might we not trust it?

Historical Investigation

Facts

- Arrive in **Jamestown** in 1607
- England recognized Jamestown as a part of the **Virginia Company**
- **Virginia Company** - a joint stock (many owners) invest in company to start business in that area
- **Jamestown** is the first successful European settlement
- Europeans arrived in North America to farm **Tobacco** and make a profit

- John Smith is taken by prisoner by Powhatan tribe
- Pocahontas was 11 years old at the time

Sourcing the Documents

The first thing that historians do before they read is **source**.

Before reading the document, check who wrote it, when they wrote it, and where they wrote it. You also want to consider the type of document (a speech, diary, book, etc.) and why someone wrote it. Sourcing a document helps prepare us to read it and understand how we can use the document to answer the historical question we are investigating. **Source BOTH documents and fill out the section in the graphic organizer.**

Close Reading

Read and annotate the document. You should have 2-3 annotations per document.

Providing Context

Historians always think about the historical context of documents. This involves considering events that occurred around the time a document was created and how those events might have influenced the writing of a document. Contextualization is important because it can help us better understand the meaning of historical documents. Sometimes it can help us better understand why people wrote documents.

Complete the contextualization for BOTH documents and fill out the graphic organizer.

Document A: True Relation (Modified)

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.

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.

Document B: General History (Modified)

They brought me to Meronocomoco, where I saw Powhatan, their Emperor. Two great stones were brought before Powhatan. Then I was dragged by many hands, and they laid my head on the stones, ready to beat out my brains. Pocahontas, the King's dearest daughter took my head in her arms and laid down her own upon it to save me from death. Then the Emperor said I should live. Two days later, Powhatan met me and said we were friends. He told me to bring him two guns and a grindstone and he would consider me his son.

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

Vocabulary

grindstone: a round stone wheel used for Sharpening

Pocahontas Graphic Organizer	Document A: True Relation	Document B: General History
<p>Source: Who wrote this document? When was it written? What type of document is this?</p>		
<p>Close Reading: According to this document, did Pocahontas save John Smith's life?</p>		
<p>Contextualization: What events occurred before Smith wrote this Document? How might those events have influenced Smith's story?</p>		

Debrief Questions

- How are these documents similar? How are they different?

- Why would John Smith write two such different accounts?
