



THEATRE IV
Classroom Connections

For teachers and students grades K-5

Teacher Resources



In the Classroom

This program is presented in support of Virginia Standards of Learning:
English K.1, K.8, 1.1, 1.11, 2.2, 2.8, 3.4, 3.6, 4.4, 4.5, 5.5, 5.6 History and Social Sciences K.1, 1.1, 2.3, 3.3, VS.1, VS.2, VS.3, VS.4, USI.1, USI.3, USI.4, USI.5.

For complete wording and further explanation of the Standards, visit the Virginia Department of Education web site: www.pen.k12.va.us/VDOE/Instruction/sol.html.



At the Library

Pocahontas and the Strangers
by Clyde Robert Bulla

The Double Life of Pocahontas
by Jean Fritz

True Story of Pocahontas
by Lucille Recht Penner

Look for library section 1970 - 1975 for more books on Jamestown and the Powhatan Indians.



On the Web

www.TheatreIV.org/sidekicks.html

Activities provided are aligned with the Virginia Standards of Learning. Information for teachers and parents, including links to other great web sites.

The True Story of Pocahontas

"I know the difference between peace and war better than any man in my country....
Why will you take by force what you may have quietly by love?"

- Chief Powhatan to Captain Smith, 1607



Photo provided by the Virginia Historical Society, Richmond, Virginia.

FIRST AMERICANS: Powhatan Indians

- American Indians were the first people to live in Virginia, and in America.
- Found artifacts such as arrowheads, pottery, and other tools tell us that these first Americans lived in all areas of Virginia.
- There were three major language groups among Virginia's Indian tribes:
 1. Algonquin, spoken in the Tidewater Region
 2. Sionan, spoken in the Piedmont Region
 3. Iroquoian, spoken in Southwest and Southern Virginia
- Pocahontas was a Powhatan Indian, part of the Algonquin group.

Using Resources: Reading for Meaning

Which of the following terms best describes Pocahontas: warlike, timid, peaceful, or mischievous? Explain.

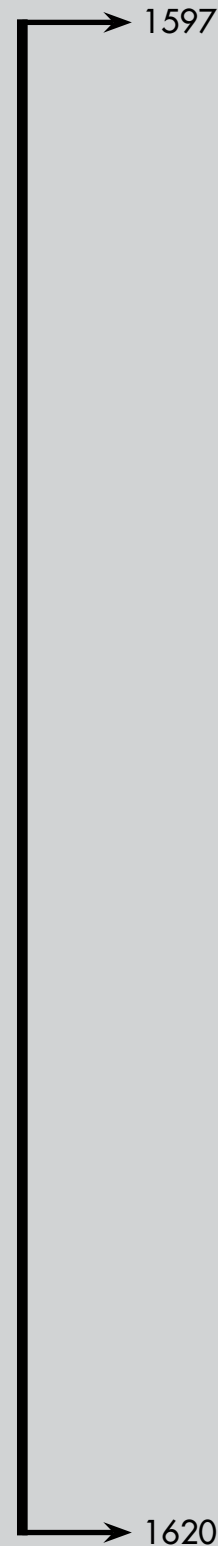
In the section about the English colonists, the text refers to **tension** between the English and the Powhatan Indians. Based on what you know and what you have read, explain what this means.

The author did not give this resource sheet a specific title. What title would sum up the information given by the author? Support your answer with examples from the text.



You Can Do It!

Using your resource sheet, create a time line of events in Pocahontas' life. Include dates where possible. **Explain.**



Reading Strategies:

That's the Ticket!

Reread the sentence. Pay close attention to words surrounding the one you are having trouble with. Does the sentence give you clues?

Predict what the word is, then check by looking at the letters.

Think what other word would make sense here? Maybe it is a synonym of the word you are trying to figure out!

Go back. Was the word used anywhere else in the text?

Look for little words inside of big words.

Ask for help.





Reading Resources: Pocahontas

Around 1597, Wahunsonacook (also known as Powhatan), the leader of twenty-four Powhatan tribes, had a daughter which he named Matoaka. As she grew, the young Indian Princess was given the nickname "Pocahontas", which means "playful one."

Pocahontas was about 10 years old when the Englishmen came to settle the land near her village. Pocahontas was fascinated by the English settlers. When conflict arose between the settlers and her tribe, Pocahontas kept the peace by acting as a messenger, bringing food to the English, even telling them of Powhatan's plans to attack.

In 1612, Pocahontas was taken prisoner by the English. Soon after, she met John Rolfe, a wealthy tobacco farmer, and they married in 1614. This bond between the Powhatans and English became known as "The Peace of Pocahontas."

Pocahontas took the English name Rebecca, and when her son was born, she named him Thomas. When her son was 2, the family traveled to England to promote the colony at Jamestown. On the journey home, Pocahontas became ill with smallpox and died in 1617.



Ready Resources

Here are some strategies that can help you read for information:

Ask what you want to learn from the material.

Skim. Look for key words.

Underline, highlight, or take notes.

Use resources (dictionary, Internet, library) beyond the material to gather more information.

Pause, think as you read.

Use illustrations, captions and other cues.

English Colonists

Funded by the Virginia Company, English colonists arrived on the banks of the James River in 1607. They were led by Captain John Smith. Originally about 100 people arrived to set up the first English colony in the new country.

The settlers were largely "gentlemen" who were not used to hard work and a harsh environment. At first, colonists struggled to survive and depended on help from the Powhatan Indians.

The Indians taught the settlers to plant corn and tobacco.

But tension between the Powhatans and the English was common. Over time, the constant flow of settlers pushed the Powhatan Indians off lands that were once theirs.

Linking Languages

When the English met the Powhatans, they could not understand each other. So, they used sign language and drew pictures in the sand to talk.



Activities

Use the definitions on the right to create a picture dictionary to help Captain Smith talk to the Powhatans.

1. Fold three pieces of notebook paper in half (this makes the pages of the book).
2. Choose 12 of the definitions on the right. Each page will have a definition and a picture.
3. Make a cover with a piece of construction paper. Be sure to include a title and author (you!).

Easy Activity:

Fold one piece of notebook paper in half. Choose four of these definitions to illustrate. Can you use a Powhatan word in a sentence?

Challenge Activity:

Which of these words are used today in English?
Use a dictionary to help.

Extra Challenge:

Do you think the English and Powhatans would have gotten along better if they had spoken the same language? Write a paragraph explaining your opinion.

POWHATAN

ENGLISH

- | | |
|-----------------|---------------------------------|
| 1. Attawp | A bow |
| 2. Attonce | Arrows |
| 3. Crenepo | A woman |
| 4. Cuppeh | Yes |
| 5. Matah | No |
| 6. Mockasins | Shoes |
| 7. Musses | Pieces of wood |
| 8. Nemarough | A man |
| 9. Opossum | Opossum |
| 10. Pokatawer | Fire |
| 11. Suckquohana | Water |
| 12. Tamahaac | A hatchet |
| 13. Wingapo | Welcome,
"my beloved friend" |
| 14. Yehakin | House |



Ready Resources for Language Arts

Dictionaries give you information about words. You can find a word's history, pronunciation, spelling, syllable divisions, and part of speech. Dictionaries give sample sentences to show you how a word is used.

1. Look at a dictionary entry.
2. Can you find all the information listed above?
3. How else can a dictionary help you?





Think About it...

How does the playwright make you feel like you are in colonial Virginia?

How has the playwright made the words of the Powhatans and the English sound different throughout the play?

In many plays, the actors have more than one part to play. How do the actors make sure you don't notice this?

How does the setting change throughout the play? How do these changes contribute to the plot of the play?



Questions to Ask the Actors...

1. How did you learn so much about Pocahontas and Jamestown?

2. Do you like your characters? What if you have to play a villain?

3. How do you think Powhatan and Captain Smith could have gotten along better?

4. _____
_____?

5. _____
_____?

6. _____
_____?



A Theatre IV activity in support of the following Virginia Standards of Learning in English: K.1, K.4, 1.1, 2.2, 3.1, 4.2, 5.1; and History and Social Studies Standards of Learning 3.3, VS.1, VS.2, VS.3, VS.4, USI.1, USI.3, USI.4, USI.5.

Theatre IV Play 'n Say:



During the Play...

Try your hand at searching for these lines in the play! Write in the character's name in the space provided. Each name may be used more than once.

Pocahontas

Powhatan

Tocomoco

Captain Smith

John Rolfe

1. "Your curiosity is powerful, Pocahontas.... But curiosity can bring trouble."

2. "This is a place of great possibilities - a good place."

3. "Now I know these men from the East are very different from us.... They may appear gentle and pale as swans, but...are they swans that breathe fire?"

4. "Let's get to work.... We need to start clearing some of these trees. We'll pitch tents tonight, and tomorrow we'll get started on the fort."

5. "Your wedding seals a peace that is to last for many years. They call it the Peace of Pocahontas."

6. "... tobacco will make this colony prosper and grow. I'm sure of it."

7. "We all have our ways of weathering the storm. Some sing Christian songs, or read from the Christian book."

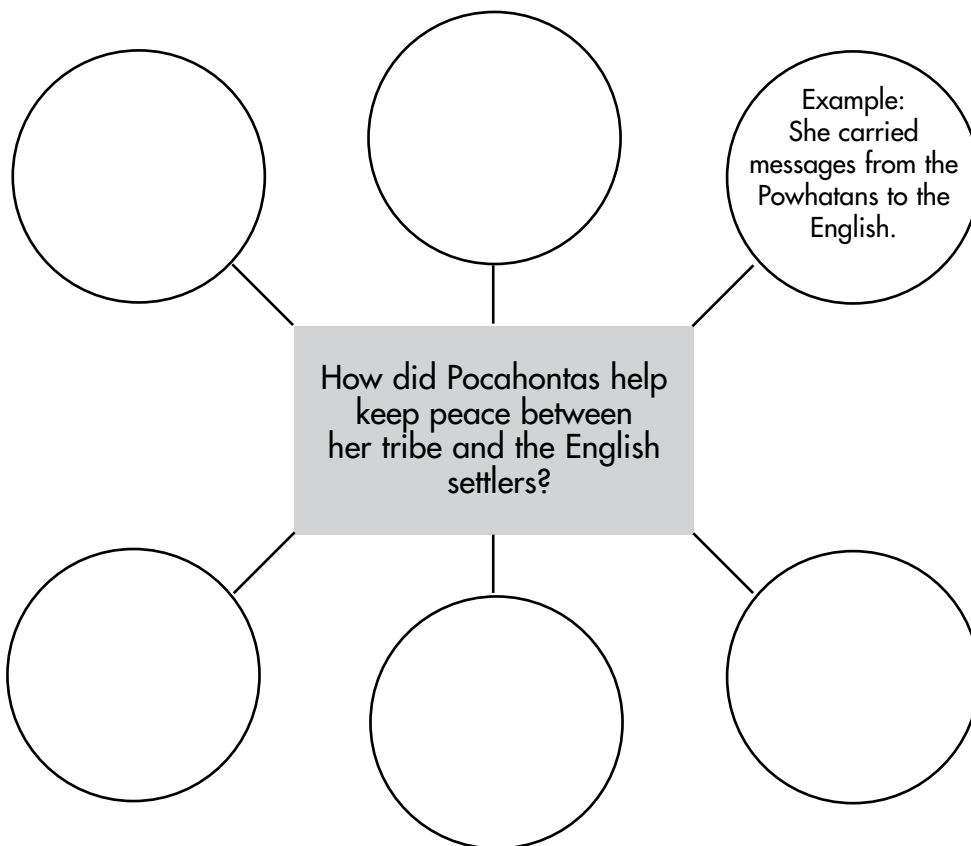
Cultures Linked..

When the English met the Powhatan Indians in 1607, neither group knew that their lives would become linked forever.



After the Play...

In the play, there were times when Pocahontas helped the English and the Powhatans get along. Use this graphic organizer to record as many examples as you can. Once you have filled in the graphic organizer, number the events in sequence.



Did Pocahontas do a good job keeping peace between the English and the Powhatan Tribe? Why or why not?

Economic:

The Powhatan Indians traded

_____ for the English's glass and copper. They taught the settlers how to grow

Cultural:

The English tried to convert _____ to Christianity. Native American words crept into the _____ language throughout the colonies.

Political:

Although there were many political clashes between the English and _____, Pocahontas encouraged her father and Captain _____ to communicate, help each other, and share power in Virginia.

Easy Activity:

Make a book. Put the pages in order. Draw pictures for each page. Staple the pages together.

Challenge Activity:

Use your knowledge of Pocahontas' life and legend to add information to the book.

Extra Challenge:

If you were to write an autobiography, what kinds of things would you include? Create a timeline of important events in your life.


Definitions:

An **autobiography** is a book that someone writes about himself or herself. It is an example of a **primary source document**, a piece of writing that is original to the time period and tells first hand about a historical figure or event.

A **biography** is a book written by another person about a person's life.

Try This:

You can make Pocahontas Pages look like an old diary entry from the 1600's. Just rub a damp tea bag over the paper to discolor it, and then let it dry.

 A Theatre IV activity in support of the following Virginia History and Social Sciences SOL's: K.1, 1.1, 2.3, VS.1, VS.2, VS.3, VS.4, US1.1, US1.3, US1.4, US1.5; and the following English SOL's: K.5, K.6, K.8, K.11, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11; 2.5, 2.6, 2.7, 2.8, 4.4, 4.5, 4.7, 5.6, 5.7.

Pocahontas Pages



By: _____

I learned to speak English, and took the name Rebecca.



We traded with the English. I met Captain Smith.

I married John Rolfe and had a baby boy. We took a trip to England..



My name is Matoaka. You know me as Pocahontas. My father is Powhatan.

The English ships arrived. I was 11 years old.



THEATRE IV

114 W. Broad Street
Richmond, VA 23220
800 - 235 - 8687

Theatre IV Presents...

The True Story of Pocahontas

by Peter Howard

Special Thanks...

Theatre IV would like to thank
its major supports:

- The Virginia Business-Education Partnership
- The National Endowment for the Arts
- the Virginia Commission for the Arts

Theatre IV...

Bruce Miller

Artistic Director

Philip J. Whiteway

Managing Director

Tammy Shackelford

Education Director

Written by Heather Widener, MAT

Designed by Kate Carpenter

Classroom Connections study guide and the text contained herein are the property of Theatre IV. Photocopying of the study guide is permitted. Any other use of the contents must be accompanied by the phrase: "Text used with permission from Theatre IV - Richmond, VA." Copyright, Theatre Summer 2002.

More Teacher Resources...

Additional Core Curriculum Activities

Journal or Discussion Prompts

Gr.
2-5

Pocahontas says that if she were queen, there'd be enough corn for everyone, girls could hunt deer, and there would be no more war. What would you do if you were king or queen?

Pocahontas adopts the name Rebecca when she marries John Rolfe. Do you think it was a good idea for Pocahontas to change her name? What do you think Powhatan thought of this? Support your ideas!

Some said that Pocahontas' marriage to John Rolfe brought two worlds together. What does this mean? Do you agree?

At the end of the play, Tomocomo says that America is a big enough land for all. Did this turn out to be true? Could the Native Americans and the English have found another way to live peacefully together?

Mathematics

Gr.
K-1

Using objects to represent three seed types planted in Jamestown, ask students to sort and count each type of seed. Ask students which seed type has the most and the fewest.

Gr.
2

Using grid paper, draw a house (either a settler's home or a Powhatan longhouse) from Jamestown. For each person living in the house, four square units of grid paper must be used for gardening. How many people can live in your house, and how large will the garden be?

Gr.
3

Many native tribes used the Sun and Moon to tell time. How many "suns" are in a week? How many "moons" are in a year?

Gr.
4

Using a map and a ruler, ask students to locate the mouth of the James River, where it meets the Chesapeake Bay. Have students measure 40 miles upstream (to Jamestown), using the map's scale of miles to help. Then ask students to estimate how far upstream the city of Richmond is on the James River. Using a ruler, ask students to measure the distance between Richmond and the Bay.

Gr.
5

Hunger was a problem at Jamestown. John Smith has only 14 bushels of corn, enough for one family, but not enough for 200 men. If one family = 5 people, how many more bushels of corn does Smith need for 200 men?

Science

Gr.
K-5

Using three types of plant seeds, ask students to classify them based on their physical characteristics and describe those characteristics using words and pictures. Discuss the relationship between seeds and plants.

Discuss the life cycle of a plant grown in Jamestown, such as corn or tobacco. What do plants need to survive? What did the English learn from the Powhatans about these important plants?

Discuss how the daily activities of the English settlers affected Virginia's ecosystem. What are some things we could learn from the Powhatans about adapting to our environment?

Ask students to use a Venn diagram to compare and contrast the physical and biological characteristics of the Chesapeake Bay and the James River marine environments.