

Title-Who Are You?

Lesson Author-Gena Sullivan

Key Words-Pocahontas, Native American, Indian,

Grade Level-Kindergarten

Time Allotted-30 minutes

Lesson Overview	Students will be shown several pictures of Pocahontas at different stages in her life. They will be asked guiding questions to encourage them to evaluate whether the person is the same person in each of the pictures. They will begin to understand how the person in the picture changed over time. When they learn it is Pocahontas, they will be able to discuss how she looks different from the movie version of Pocahontas. They will be asked to recognize similarities and differences in the two versions.
Guiding Question(s)	Who is the real Pocahontas? Is the animated version of Pocahontas a historically correct depiction of the real girl? What would different perspectives of Pocahontas tell us about the real person?

Learning Objectives- Students will distinguish between the past and present depictions of Pocahontas by looking for similarities and differences in the period pictures of Pocahontas and the present day movie version. Students will identify one characteristic of the animated image of Pocahontas and describe how that characteristic is depicted similarly or differently in the historical image of Pocahontas.

Essential Historical Skills Taught:

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K.1a The student will recognize that history describes events and people of other times and places by identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

OAH Standard

1 Chronological Thinking

A Students will be able to distinguish between past and present by comparing contemporary images of Pocahontas with images created during her lifetime.

2 Historical Comprehension

G Students will draw upon visual sources including: (a) photographs, paintings, and cartoons to clarify ideas regarding Pocahontas's life and how it differed from contemporary depictions of her.

Assessment Tool(s) Students will complete a simple drawing on a divided piece of paper (paper has a center line to separate the two images-see form 1) titled, "Pocahontas" and labeled "movie" and "pictures". They will be able to draw and label one aspect of her persona or dress in the period pictures, which is different from her image in the movie version.

Materials/Resources

1. Handout for comparison drawing (see folder).
2. Pictures of Pocahontas (see folder for “Pocahontas images for lesson 1”)

1. This is a black and white etching of a portrait of Matoaka as Rebecca by Simon van de Passe (1616). In it she is dressed in Elizabethan garb, with a tall hat and lace collar.

2. This color scene from the Disney movie, “Pocahontas” shows her in a “romantic” scene with John Smith.

3. This color painting of Pocahontas and John Rolfe meeting the king of England shows how far she traveled from her home and the world in which she was comfortable.

4. This is a color portrait of Pocahontas and her son painted in England. Interestingly, she is wearing her native dress and looks very *Indian*.

5. This is a color portrait of Pocahontas-Matoaka as Rebecca (1616) and is a similar portrait to the black and white etching in the first picture. This shows her in English dress, and she may be mistaken for a man in this portrait.

6. This color poster of 4 portraits of Pocahontas in different dress with the Henrico, VA seal in the center shows 4 very different sides to Pocahontas. It would be particularly interesting to use the picture that shows her as a young girl in her native dress.

7. This color painting of the baptism of Pocahontas would be useful to represent how far Pocahontas moved from her roots.

8. Pocahontas may be mistaken for a queen in this black and white picture of her in Elizabethan dress.

Modifications-Some students may be able to explain why all of the pictures are drawn, and there are no photographs. Writing about this may be interesting and informative for other students. Students with high ability may be able to read one of the biographies and complete a poster, book report, or other project. This should be assigned in place of the paper the other students complete rather than in addition to (unless the child requests otherwise.)

Instructional Procedures/Process-

1. Ask the students to think about what they can learn about a person by looking at pictures of that person. Tell the students that today they will be looking at some pictures and talking about what they notice about the people in the pictures.
2. Have the children sit in a circle on the floor. Show them one of the pictures of Pocahontas that is not from the movie. Ask questions to have students think about who the girl or woman is in the picture. Who do you think is the person in this picture? Where do you think she lives? Why would she wear these particular clothes? What can you learn about her from the picture? What she does, where she lives, how old she might be, is she rich or poor; are all good questions for the students. Allow them to make inferences about the person in the picture. (In some of the pictures, students will think she is a princess or the queen. Students may think they are looking at a picture of a man when they view the picture of Pocahontas in the tall hat.)
3. Repeat with several pictures.
4. After the children have looked at and discussed several pictures, show them the picture of the movie version of Pocahontas and have them tell you who she is and what they know about her. Have them tell you how she is different in the movie version and the other pictures. Do this several times so that they have a clear understanding that you are comparing different aspects of the person and that her image differs in both versions. Be sure the students understand that the pictures are all images of Pocahontas.
5. After giving directions for the handout sheet, send the children back to their seats to complete the paper, "Pocahontas, In the movies, In real life" (form #1). On separate sides of the sheet, students will draw Pocahontas as she appears in the movie version and in real life (the historical pictures). They should be able to explain how she differs in each version. Monitor the children's work and assist as needed. Allow them to color the pictures if time permits.

Closure-Students will be asked to share their individual diagrams and explain what aspect was different in the past depiction (the period pictures) from those of the present (movie) version of Pocahontas.