

Title-A Day in the Life of Pocahontas

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Key Words- past, present

Grade Level- Kindergarten

Time Allotted-30 minutes

Lesson Overview	Students will be asked to discuss how Pocahontas spent her days and compare it to how they spend their days. This will allow children to recognize the similarities and differences between children from different cultures and times. It will help children understand how stories of real people become distorted over time to fit the images of heroes.
Guiding Question(s)	How are children of today different from Pocahontas, the child? How are their lives the same as Pocahontas'? Can children find the similarities and differences and gain a deeper understanding of Pocahontas, the real person. Can this information allow students to recognize that the image of Pocahontas has been distorted, thus becoming legendary?

Learning Objectives-Students will recognize the differences and similarities between people of different cultures, times in history, etc. by using a Venn diagram and placing the images of, or words describing Pocahontas and/or themselves in the correct areas of the diagram. (Set theory)

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.

OAH Standards

1 Chronological Thinking

A Students will distinguish between past, present time by evaluating similarities and differences between how they live now and how Pocahontas lived.

3 Historical Analysis and Interpretation

B Students will compare and contrast differing sets of behaviors by identifying likenesses and differences between Pocahontas's way of life and the students' way of life.

Assessment Tool-Students will relate at least one aspect of Pocahontas' life to their own lives (e.g. dress, behavior, jobs, etc.)

Materials/Resources-

1. Large Venn diagram representation to use on the floor (two hula hoops work well for this).
2. Pictures from resource file
3. Index cards
4. Pictures of Pocahontas as a child and a young woman (See picture file labeled "Pocahontas images for lesson 2.)

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

2. 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.

3. This is a color photograph of a bronze statue of Pocahontas in her native dress. This is said to be an accurate representation of Pocahontas as a young woman.

Modifications (to meet needs of diverse learners)-High ability students may be able to complete the Venn diagram on their own. They may be able to extend the thinking of other student's answers. For instance, if a child answers that both Pocahontas and she sleep, the extension could be for a child to explain why that is true, or how their sleeping circumstances may have been different.

Instructional Procedures/Process-

To increase students' understanding of a historical figure, like Pocahontas, as a child much like themselves, it is sometimes useful to have the children relate to that figure on a personal basis. Students will realize that although she lived long ago, Pocahontas behaved in many of the same ways that children behave today. For instance, Pocahontas liked to play, she had friends, she was cared for by and loved her parents or parental figures, she helped at home, ate food, slept in a home, etc. More obvious to children may be the differences they will recognize between themselves and Pocahontas. These may include her dress, the food she ate, her home, her bed, where she played, how she learned, etc.

1. To allow the students to begin to relate to Pocahontas, tell them that they will begin to explore the way in which they live and how it is alike or different from the way in which Pocahontas lived.
2. Tell students to think about what they did when they got up that morning as they come to join you on the floor. Once they are seated, tell them to turn to their neighbor on the right and share what they did when they awoke that morning. After refocusing them, allow a few students to share. Ask them to think about what Pocahontas might do when she awakes in the morning. Begin to ask them some more questions to continue them thinking about the lesson. Some questions may include;
 - What do you do in the morning, during the day, and at night?
 - Where do you sleep?
 - Do you help with chores at home?
 - Where does your family get your food?
 - Who cooks it and how?
3. You will need to have model of a Venn diagram on the floor. Two hula hoops work well for this lesson. Label the Venn diagram with the words, "Pocahontas", "Me", and "Both". Students will need pictures of different ideas or words for this activity (see folder for lesson 2 items.)
4. Students will be asked to tell how each of the items is something that is specific to Pocahontas, or themselves, or both. The item is then placed in the Venn diagram in the proper place.
5. Some children will need more instruction than others. It is sometimes useful to show the two circles separate first and use items that are specific to one or the other but not both. Then, when you come to an item that is accurate for both groups, you can move the two circles together and create the "both" section. This can help children understand the set theory that you are creating.
6. Each child should have at least one turn to place an item in the correct section of the diagram. They may think of other ideas that are not included. You may want to have some index cards available, so that you can write the words they want to include.

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Closure-Students will be able to look at the Venn diagram after it is finished. You should ask some questions about what they have created to help them reflect on the ideas they have learned. Although people are different in many ways; appearance, time they lived, culture, dress, etc, we are all alike in many ways. We all have the same basic needs; families, food, love, etc. Some questions might include-
Tell one way you are like Pocahontas. What is one way you are different from Pocahontas? What is one thing you eat that Pocahontas might also eat? What is something you wear that is different from what Pocahontas would wear? Do you think Pocahontas would play games? Would Pocahontas have friends? Would Pocahontas have family who loved her? etc.