

Title-Pocahontas Travels

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Key Words-Map, America, Jamestown, England

Grade Level-Kindergarten

Time Allotted-30 minutes

Lesson Overview	In this lesson students will learn more about Pocahontas' life. They will learn where she grew up, where she visited the colonists in Jamestown, and where she traveled to meet the Queen. This will allow students to better understand how people change over time, and how the story of a real person can be changed to legendary status, simply through a few small acts.
Guiding Question(s)	How do people change over time? Some people may make drastic changes in their lives and others may make small changes. Children may need to think about how they or their parents have changed over time, and how they may have moved from one place to another. Different cultures place importance on different aspects of a person's appearance. How did what the English people expected of Pocahontas, change how she presented herself to them? This is a good time to introduce timelines.

Learning Objectives (SWBAT) - Locate places on a map and show where they live, where Pocahontas lived, and where Pocahontas travelled. Students will map the different places that Pocahontas lived by placing images of her in the correct places on the map. They will show how different images of Pocahontas changed people's perspectives of who she was as a person.

Essential Historical Skills Taught:

SOL

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.4

The student will use simple maps and globes to

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

OAH Standards

1 Chronological Thinking

F Students will reconstruct the historical succession of Pocahontas's life by mapping her movements and how she changed over time.

1 Historical Comprehension

E Students will draw upon data in maps to clarify the events of Pocahontas's life by mapping the places she travelled during her lifetime.

Assessment Tool(s)-Students will complete a map of Pocahontas' travels by placing her pictures on the map in the correct locations.

Materials/Resources-

1. A large map of the world for classroom use. This should be one in which the students will be able to see the mid-Atlantic states, England, and the Atlantic Ocean.
2. Three pictures of Pocahontas; one as a child, one as an adult, and one from her time in England. These should be enlarged so that the children can see her image on the classroom map (see folder labeled lesson 3).
3. Student hand out maps and pictures of Pocahontas (see folder labeled lesson 3).
4. Pencils, glue sticks and scissors.

Modifications-High ability learners may be able to label the Atlantic Ocean, Chesapeake Bay, and other areas of the map.

Instructional Procedures/Process-

1. Ask students if they can tell you where they live. Show students a map and ask if anyone can locate their home state on the map. Remind students that class discussions have revolved around Pocahontas. Students should be asked to locate Virginia, Chesapeake Bay and Atlantic Ocean on the map.
2. Some additional questions to ask to get the discussion started are: Have you ever been on a trip before? Where did you go? Have you ever lived in another country or state? Ask the students to locate some of these places. Students who visited other states or countries may be able to explain how it was different and how it was the same. Students with diverse backgrounds may be able to tell about other places they have live and locate them on the map.
3. Students should be asked to think about how a person living today may travel to England. How did people travel in Pocahontas' time?
4. Review the ideas the students have learned about Pocahontas to date.
5. Tell about Pocahontas and where she travelled in her life time. Show them England and ask how a person might visit there today. Ask how Pocahontas would have gone there when she lived. Talk about how long the trip may have taken (travelling West could take up to two months, but because of the Gulf Stream, travelling East would have been considerably faster). Today, by jet we could arrive on the opposite side of the Atlantic in a matter of hours. Use the pictures to show how her appearance changed when she moved from place to place. Ask students to think about what they might wear to play at their houses. Then, ask about how they might change what they were wearing if they were going to visit the Queen of England or the President of the United States. How different would they look in their play-clothes as compared to what they would wear to meet the President? How would people's opinions or remarks about them change depending on how clean or dressed-up they might appear?
6. Have students return to their seats as you hand out the picture sheet of Pocahontas and the student maps. Have the students cut out the pictures and place them in the correct place on the map. Once you have walked around and checked the children's placements of Pocahontas, have them glue the pictures down in the correct place where Pocahontas lived.

Closure-Review what the children learned in the lesson. Allow the students to share the maps they have created and tell about where Pocahontas travelled.

America on the World Stage
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Module 3

Have the students talk about how she changed over time; both in how she looked and where she lived. Ask students to talk about how they might change over time.

This could be extended to allow students to create timelines of their own lives. Pictures brought from home of the student as a baby and toddler, etc. can be placed on a timeline of the student's life.

The teacher may want to make a timeline of his or her life, or invite a parent to make a timeline to share with the children. The concept of humans moving forward in time and undergoing physical change is sometimes difficult for students to grasp. If they can relate it to a person they know, it may make the concept easier to understand.