

Pocahontas

Adapted for the stage by Dave Morgan

STUDY GUIDE



SYNOPSIS

In this story we meet America's first well-known Native American heroine, Pocahontas. Chief of the Powhattens and his daughter, Pocahontas, gather on shore to greet the pale men in the large ships and soon two societies and cultures are learning and working together. With her amazing aptitude for languages, Pocahontas soon befriends Captain John Smith, learns the mysterious language called English and becomes the official translator between the natives and the newcomers. Pocahontas learns many things from her new found friends and learns even more of her own culture when she has a dream that takes her back to early Texas where she experiences the lives of Native Americans.

THE LEGEND OF POCAHONTAS

- American Indians were the first people to live in Virginia, and in America.
- Artifacts like arrowheads, pottery and tools, tell us these first Americans lived in all areas of Virginia.
- The Powhatan Indians lived in the Tidewater Region now known as the Chesapeake Bay and spoke the Algonquin language.
- It is believed Pocahontas was born around 1595. Her father was a powerful Indian chief who ruled over 30 to 40 Powhatan tribes from his capital Werowocomoco. Her mother's name is not known.
- Pocahontas was known among her own people as Matoaka. Pocahontas was a nickname given to her meaning "little plaything," or "playful one."
- Although little is known about Pocahontas every day life, it is said she was fascinated with the European settlers.
- Captain John Smith was one of the very few European settlers who learned the Algonquian language.
- He was captured by the Powhatan Indians in 1607 and was to be clubbed to death. It is said from Capt. Smith's accounts, Pocahontas pleaded with her father to spare John Smith and actually threw her body over his head as it was about to be crushed. Thus began a special friendship between Pocahontas and Captain Smith.
- The English settlers knew very little about surviving in their new world. They did not know about the land, or how to find fresh water or roots and berries.
- Pocahontas brought food and messages to the new settlers. The Indians taught them to plant corn and tobacco. Pocahontas even warned Capt Smith of an impending attack by her own Powhatan people!
- Without the help of Pocahontas and the Powhatan Indians, the new English settlers would most certainly have died.
- Tension between the Powhatan Indians and the English was common and over time the constant flow of settlers pushed the Powhatan Indians off the lands that were once theirs.
- Around 1612 Captain Smith was forced to return to England and Pocahontas was told he had died.
- In 1613 Pocahontas was kidnapped by another English settler, Captain Samuel Argall. She was held hostage and there were demands for her release. Pocahontas was treated well by her captives. She learned to speak English, and converted to Christianity.
- She eventually took the name Rebecca. She married an Englishman, John Rolfe who successfully developed a milder strain of tobacco. They had a son named Thomas.
- In 1616 Pocahontas, now known as Rebecca Rolfe, traveled to England with her husband and son to promote the Jamestown colony. She was twenty one years old.
- Captain Smith urged Queen Anne to treat his friend well. Pocahontas was called a princess and honored at court. It was hoped she would show the English investors that America was safe.
- Pocahontas was very shocked to find that her friend from so long ago, Capt. Smith, was still alive.
- In 1617 while still in England, Pocahontas became very ill. Varying stories say she had small pox or pneumonia. Either way, she died at the age of twenty two and was buried at Gravesend. Her statue stands there today.

JOURNAL OR DISCUSSION QUESTIONS

Pocahontas was a curious and playful child, adored by her father. Why was Pocahontas able to get along with the English settlers AND her own Powhatan people?

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 would think of this? Support your ideas!

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

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

CULTURES LINKED

FILL IN THE BLANK

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

The Powhatan Indians traded _____ for the English glass and copper. They taught the settlers how to grow _____.

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

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.



MATH -MATH- MATH- MATH

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?

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 equals 5 people, how many more bushels of corn does Smith need for 200 men?

Pocahontas was a very helpful to Capt Smith and the English settlers. She visited often. There are 7 days in one week. If Pocahontas brought one message every other day for two weeks, how many messages did she bring?

If she brought four loaves of bread every day for one week, how many loaves did she bring?

WHO MIGHT SAY THIS???

Write in the name of the character who could have said this. Each name may be used more than once

Pocahontas
Captain Smith

Powhatan
John Rolfe

“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?”

“Your curiosity is powerful Pocahontas...But curiosity can bring trouble.”

“Tobacco will make this colony prosper and grow. I’m sure of it.”

“I must learn the Algonquian language of the Powhatan people. I must communicate and get help or my men will die.”

ACTIVITIES

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

Using the Powhatan words and their English translations below, make up a story about Pocahontas and tell it to a friend.

POWHATAN

ENGLISH

Attawp

A bow

Attonce

Arrows

Crenepo

A woman

Cuppeh

Yes

Matah

No

Mockasins

Shoes

Musses

Pieces of wood

Nemarough

A man

Pokatawer

Fire

Suckquohana

Water

Tamahaac

Hatchet

Wingapo

Welcome "my beloved friend"

Yehakin

House

DO THIS!!!

Pick several Powhatan words and illustrate them. You can make the paper look old by rubbing a damp tea bag over the paper to discolor it, and then let it dry.

?????DID YOU KNOW?????

Early explorers knew little about where they were going as there were no accurate maps or navigational instruments.

They did, however, develop a way to find out how fast they were traveling.

They dropped into the sea one end of a long rope that had been tied to a log. The log just floated where it had been dropped as the ship traveled. The rope had knots tied into it at regular intervals. The sailors counted how many knots were let out in a certain amount of time. A ship's speed is still calculated in knots!

?????DID YOU KNOW?????

Three years after Pocahontas' death a group of English Puritans sailed on the Mayflower to Plymouth Colony. Captain John Smith wanted to lead them but Miles Standish went instead. In 1361 Smith died. Until then he devoted himself to promoting America as a place offering liberty.

?????DID YOU KNOW?????

The last Powhatan leader was captured and killed in 1646.

Pocahontas- TEKS

§113.2. Social Studies, Kindergarten.

(b) Knowledge and skills.

(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:

(B) identify ordinary people who have shaped the community.

(3) History. The student understands the concept of chronology. The student is expected to:

(A) place events in chronological order; and

(B) use vocabulary related to time and chronology, including before, after, next, first, and last.

(9) Government. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community; and

(B) explain how authority figures make and enforce rules.

(11) Culture. The student understands similarities and differences among people. The student is expected to:

(A) identify personal attributes common to all people such as physical characteristics;
and

(B) identify differences among people.

(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:

(C) describe customs of the local community.

(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

§113.3. Social Studies, Grade 1.

(b) Knowledge and skills.

(1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:

(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.

(2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;

(B) compare the observance of holidays and celebrations, past and present

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) distinguish among past, present, and future;

(C) use vocabulary related to chronology, including yesterday, today, and tomorrow

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

(A) identify leaders in the community, state, and nation;

(B) describe the roles of public officials including mayor, governor, and president; and

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.

(14) Culture. The student understands how families meet basic human needs. The student is expected to:

(A) describe ways that families meet basic human needs; and

(B) describe similarities and differences in ways families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:

(A) describe various beliefs, customs, and traditions of families and explain their importance;

§113.4. Social Studies, Grade 2.

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.

(2) History. The student understands the concepts of time and chronology. The student is expected to:

(A) describe the order of events by using designations of time periods such as ancient times and modern times;

(B) use vocabulary related to chronology, including past, present, and future;

(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:

(C) explain how local people and events have influenced local community history

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(C) identify ordinary people who exemplify good citizenship.

(14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage

§113.5. Social Studies, Grade 3.

A Introduction

(1) In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals

(b) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities over time;

(B) identify individuals who have helped to shape communities; and

(C) describe how individuals have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, law, and material well-being; and

(B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;

(C) describe historical times in terms of years, decades, and centuries.

(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(D) identify ordinary people who exemplify good citizenship

(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;

§113.6. Social Studies, Grade 4.

(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th and 20th centuries. Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances the concept of regions. Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(b) knowledge and skills

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(D) explain the geographic factors that influence patterns of settlement and the distribution of population, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:

(A) explain the economic patterns of various early Native-American groups in the Western Hemisphere; and

(B) explain the economic patterns of early European immigrants to the Western Hemisphere.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in the Western Hemisphere; and

(B) identify the economic motivations for Anglo-American colonization.

(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;

(B) identify customs, celebrations, and traditions of various culture groups in Texas; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

§113.7. Social Studies, Grade 5.

(b) Knowledge and skills.

(1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:

(A) explain when, where, and why groups of people colonized and settled in the United States;

(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(B) explain the economic patterns of early European colonists.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in the United States; and

(15) Government. The student understands how people organized governments in colonial America. The student is expected to:

(A) compare the systems of government of early European colonists;

(23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;

(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and

(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.