



#1 
STOP AND DO

Take a moment to pause and reflect. How do you think your students will respond to the use of a primary source activity such as the one demonstrated using the different grade-level examples? How comfortable do you feel about using primary sources during your social studies instruction?

#2 
STOP AND DO

a) What is your immediate first impression of the *student edition*?

b) Assess the ability of the images to engage students. Which image or images stand out most to you and why?



c) Thumb through the book. What are the various text features that will support your students as they read the text?

d) How would you introduce this *student edition* to your students?

#3  **STOP AND DO**

Quickly review several lesson plans within Unit 1. Note the similarities that you see within all *Exploring Social Studies: Kentucky* lesson plans.

1.

2.

3.

4.



#4 
STOP AND DO

Choose **ONE student edition** lesson and look at the standards highlighted on the lesson overview page. In the chart below, write down each standard and then find where those standards are addressed in the lesson plan. **NOTE: DO NOT use a *Reader's Theater* or *Exploring History through Primary Sources* lesson for this Stop and Do activity.**

<p>Social Studies Standard:</p> <p>How is the standard addressed?</p>	<p>Reading Standard:</p> <p>How is the standard addressed?</p>
<p>Writing Standard:</p> <p>How is the standard addressed?</p>	<p>ELD Standard:</p> <p>How is the standard addressed?</p>



#5  STOP AND DO

What are two benefits to using *Reader's Theater* scripts with your students?

1. _____

2. _____

#6  STOP AND DO

Open your *Management Guide* and flag each project-based learning opportunity as noted in your table of contents. Write the page numbers where you can find each PBL activity and a short note on what students are being asked to do.

- PBL #1—Page number: _____
Focus of PBL: _____
- PBL #2—Page number: _____
Focus of PBL: _____
- PBL #3—Page number: _____
Focus of PBL: _____

#7  STOP AND DO

Using the instructions provided in the appendix of your *Management Guide*, download any digital resources you need.

#8  STOP AND DO

Take the information that you read within "Pocahontas's Story" and note the information that you would emphasize when teaching your students about this particular time in history.

- _____
- _____
- _____
- _____
- _____



Name _____ Date _____



Pocahontas's Story

Pocahontas was an American Indian. Her father was Chief Powhatan. He was a powerful leader in Virginia. He was in charge of dozens of tribes. Pocahontas was born around 1596. Her birth name was Amonute. However, she quickly earned a nickname—Pocahontas. That name means “playful one.” That is the name that stuck throughout history.

Pocahontas never wrote about her life. Most of what people know today comes from English settlers. One man, Captain John Smith, wrote a lot about her. According to Smith, Pocahontas once saved him from death. The event took place in December 1607. At the time, Smith was being held captive by Powhatan’s tribe. Smith claims that Pocahontas blocked him from harm. After she saved him, Powhatan welcomed Smith as a friend. The chief treated Smith well. Some scholars claim that Smith made up this story. Other scholars claim that this was a **ceremony** put on by this tribe. They believe that Pocahontas was likely just acting out the final part of the ritual.

People do not know for sure if Smith’s story is true. Still, Smith is given credit for forming a good relationship with the tribe. For about a year, things were good. The tribe helped the settlers many times. Pocahontas brought food to the settlers. Over the years, the relationship got worse. Pocahontas stopped visiting. One day, the tribe captured some settlers and tools from the English. After that, the relationship hit a low point.

John Smith left Virginia. English Captain Samuel Argall decided to take charge. He wanted to force the Powhatan tribe to give back the settlers and tools they took. Argall set a trap and **kidnapped** Pocahontas. He said he would only give her back if he got what he wanted. During this time, she lived with **Reverend** Alexander Whitaker. He taught her about Christianity. Pocahontas also met a settler named John Rolfe. Later, they wanted to be married. Powhatan and the Virginia governor both agreed to the marriage. Pocahontas was **baptized** with the new name of Rebecca Rolfe. Then, in April 1614, she married Rolfe. The settlers hoped the marriage would bring peace. Early the next year, the couple had a son named Thomas.

In the spring of 1616, the Rolfe family sailed to England. They went to gain support and money for the Virginia colony. Pocahontas was treated well while she was there.

The next year, the Rolfe family set sail for home. Sadly, Pocahontas became very ill. It is likely that she had a type of lung disease. She was taken ashore, where she died. She was buried in England on March 21, 1617. She was about 21 years old.

Pocahontas

