

**Overview of Lesson Plan:**

After learning about the early history of Jamestown, students will watch the Disney movie “Pocahantas” and evaluate its validity.

**Grade Level of Lesson Plan:**

5<sup>th</sup>

**Suggested Time Allowance:**

4 days

**Objectives:**

- Understand the early history of colonial Jamestown
- Identify the key figures and their roles in colonial Jamestown
- Analyze and evaluate Disney’s version of colonial Jamestown and its
- key figures.

**Materials & Resources:**

Disney movie “Pocahantas”

*Young Pocahantas* by Helen Rountree

Classroom textbook

**Background Knowledge:**

Students should understand the reasons for exploration and colonization in America as well as the way of life of Native Americans before exploration and colonization.

**Activities/Procedures:**

1. Students will work in groups of three to learn the history of colonial Jamestown by reading from various sources.
2. Groups of students will use the critique form for note-taking during the movie. Students should divide up the form into equal parts to make note-taking easier.
3. After the movie, groups should share their observations and discuss the movie.
4. Students will write an essay supporting their point of view on this question: Does the Disney movie “Pocahantas” provide a service or disservice to children who watch it and to the actual events and people of colonial Jamestown?

### **Extension or Enrichment Activities:**

- Students create a final group product that reflects their analysis of the movie. An example may be a letter written to the Disney Company with examples of how the movie could be improved for historical accuracy.
- Tell students that Disney is wanting to make a full-length cartoon of another event in American History, i.e. the Oregon Trail. Students would research that event and its people to share with Disney producers in order to make the movie more valid.
- This may encourage some students to research movie/cartoon making.

### **Interdisciplinary Connections:**

Social Studies

Writing

Reading

### **Academic Content Standards:**

Texas Essential Knowledge and Skills – 5<sup>th</sup> Grade

#### *Social Studies*

##### 5.1 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; and
- (B) describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, Roger Williams, and John Smith.

#### *English Language Arts and Reading*

##### 5.10 Reading Comprehension

The student comprehends using a variety of strategies. The student is expected to:

- (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.
- (F) determine a text's major (or main) ideas and how those ideas are supported by details.

##### 5.12 Reading/text structures/literary concepts

The student analyzes the characteristics of various types of genres. The student is expected to:

(E) compare communication of different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.

#### 5.13 Reading/inquiry/research

The student inquires and conducts research from a variety of sources.

The student is expected to:

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.

#### 5.15 Writing/purposes

The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

(B) write to influence such as to persuade, argue, and request.