

1 **Chief Powhatan's Address to Captain John Smith**

2 Chief Powhatan

3 1609

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5 *(Some spelling has been changed for the modern reader.)*

6 I am now grown old and must soon die, and the **succession** must
7 **descend** in order, to my brothers, Opitchapam, Opechancanough, and
8 Kekataugh, and then to my two sisters, and their two daughters.

9 I wish their experience was equal to mine, and that your love to us might
10 not be less than ours to you. Why should you **take by force** that from us
11 which you can have by love? Why should you destroy us who have
12 provided you with food? What can you get by war? We can hide our
13 provisions and fly into the woods. And then you must **consequently**
14 **famish** by **wrongdoing your friends**.

15 What is the cause of your jealousy? You see us unarmed and willing to
16 **supply your wants** if you come in a friendly manner; not with swords
17 and guns as to **invade** an enemy. I am not so simple as not to know that
18 it is better to **eat good meat, lie well**, and sleep quietly with my women
19 and children; to laugh and **be merry** with the English, and, being their
20 friend, to have copper, hatchets, and whatever else I want, than to **fly**
21 **from all**, to lie cold in the woods, feed upon acorns, roots and such
22 trash, and to be so hunted that I cannot rest, eat, or sleep. In such
23 **circumstances**, my men must watch, and if a twig should but break, all
24 would cry out, "Here comes Captain Smith." And so, in this **miserable**
25 **manner** to end my **miserable** life. And, Captain Smith, this might soon
26 be your **fate** too through your rashness and **advisedness**.

27 I, therefore, exhort you to **peaceable councils**, and above all I **insist** that
28 the guns and swords, the cause of all our jealousy and **uneasiness**, be
29 removed and sent away.

food and supplies

anxiety/fear

meek

quick with decisions

advise

Teacher's Guide

Name of Text: **Chief Powhatan's Address to Captain John Smith**

Question Composers: **Temoca Dixon; Marcella Howden; Marcia Motter; Beth Swanberg**

CCSS: RHST.6-8.1, RHST.6-8.2, RHST.6-8.4, RHST.6-8.6, RHST.6-8.10; WHST.6-8.2, WHST.6-8.4, WHST.6-8.9; SL.6-8.1; L.6-8.2, L.6-8.4

Text Dependent Questions	Teacher Notes and Possible Textual Evidence for Student Answers
<p>Who is giving the speech and who is hearing the speech?</p>	<p>Chief Powhatan (line 1) and he is speaking to Captain John Smith (line 2)</p> <p><i>This orients students to the text, specifically, the title of the document. This guides students to use text clues and headings to gather meaning from or preview a text and establishes it as a speech.</i></p>
<p>What is the purpose of the speech?</p>	<p><i>This is a formal speech indicated by the use of the word address (line 1) from one leader of a group of people to another leader of a group of people. The titles for each person indicate they are leaders. Powhatan is a Chief (line 1) and John Smith is a Captain (line 1).</i></p> <p>Chief Powhatan wants peace between the English and the Powhatan people. “I exhort you to peaceable councils...” Students should recognize the word peaceable and determine that the word exhort communicates desire/urgency. (Line 27 & 28). In addition, he insists that the guns and swords be removed and sent away indicating he seeks a peaceful relationship between the two groups. (Line 27 & 28).</p>
<p>In lines 7 and 8 Chief Powhatan lists his descendants. According to lines 9 and 11, what is his hope for them after he dies?</p>	<p>In line 9, the Chief uses the phrase “I wish their experience was equal to mine,” meaning he wants his children to have the same relationship with the colonists as his generation has enjoyed.</p> <p>Chief Powhatan states in line 10 that Native Americans have love for colonists, “not be less than ours to you”. Students could infer from this</p>

Text Dependent Questions	Teacher Notes and Possible Textual Evidence for Student Answers	
	statement that Chief Powhatan’s experience with the colonists has been a positive one and that he would like this relationship to continue peacefully.	
<p>In line 14, what is the meaning of the word <i>famish</i>? What words or phrases can be found in the same paragraph to support your definition?</p>	<p>Students should be able to determine the meaning of the word “famish” using the following context clues: In line 12, the Chief notes that the natives have provided the colonists with food. In line 13 he continues the topic using the word provisions which has been provided as a defined term as food and supplies. In line 13, the Chief explains that “We can hide our provisions and fly into the woods”. Students can then determine that food has been hidden and not shared. Further in line 13, the term “consequently” is used. Students should recognize this as a word closely related to the word “consequence”, meaning a result. Students should determine that “famish” is a consequence. If colonists cannot find food, then the consequence would be starvation. Students can then determine that “famish” means “to starve”.</p>	
<p>Reexamine lines 15-26. Create a T-Chart. Label one side “Effects of Getting Along/ Cooperation Label the other side “Effects of Living in Conflict</p>	<p><u>Effects of Getting Along/Cooperation</u> Line 15 - unarmed and willing Line 16-17 - not with swords and guns Line 16 - supply your wants Line 18 - Eat good meat, lie well, sleep quietly Line 19 - laugh and be merry Line 20 - have friends, have copper, hatchets, whatever else I want <i>Students should recognize the value and safety of friendly/peaceful relations between two groups to include:</i> <i>No violence</i> <i>Cooperation</i> <i>Sharing of resources</i> <i>Abundance of supplies</i> <i>Safety</i> <i>Rest</i> <i>Enjoyment of life</i></p>	<p><u>Effects of Living in Conflict</u> Lines 20-21- fly from all Line 21lie cold, Line21 - feed on acorns, roots and such trash Line 22Be hunted, not able to rest or sleep Lines 23-24 Men must watch and if a twig should break all would cry out, “Here comes Captain Smith” Line 25 Life would become miserable</p> <p><i>Students should recognize what it means the consequences of hostile relations between two groups to include:</i> <i>Instability - always on the run from the enemy</i> <i>Discomfort - cold</i> <i>Lack of resources such as food</i></p>

Text Dependent Questions	Teacher Notes and Possible Textual Evidence for Student Answers	
	<i>Trade</i>	<i>Exhaustion</i> <i>Insecurity - always on the watch</i> <i>Fear</i>
<p>Chief Powhatan’s tone changes throughout the address. Locate specific words and phrases that signal to the reader a change in the speaker’s tone from the text.</p>	<p>Chief Powhatan begins with a reflective tone Line 6 - “I am now grown and soon must die.”</p> <p>Chief Powhatan continues optimistically Line 9 - “I wish their experience...that your to us might not be less than ours to you.”</p> <p>Chief Powhatan explains matter-of-factly Lines 10-11 - “Why should you ... which you can”, “Why should you . . . who have” Lines 12-13 - “We can . . . And then”</p> <p>Chief Powhatan warns Line 17 - “I am not so simple as not to know” Line 25 - “And, Captain Smith, this might soon be your fate too through your rashness and advisedness.”</p> <p>Chief Powhatan finishes with urgency Line 27 - “I, therefore, exhort” Line 27 - “and above all I insist”</p>	
<p>Chief Powhatan states, “I, therefore, exhort you to peaceable councils.” What is he advising Captain John Smith? Which phrases in the text support Chief Powhatan’s words?</p>	<p>He is advising them: Line 28: to put away their guns and swords and to live with them in peace. Line 10 - “Why should you take by force that which you can have by love?” Lines 15-16 - “unarmed and willing to supply your wants if you come in a friendly manner” Line 18 - “it is better to”</p>	

Text Dependent Questions

Teacher Notes and Possible Textual Evidence
for Student Answers

	Line 20 - “and being their friend, to have copper, hatchets, and whatever else I want”
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Writing Prompt:

Chief Powhatan asks in lines 10-11, “Why should you take by force that from us which you can have by love?” Using three pieces of evidence from the text(s), write one paragraph answering the following question: **What does Chief Powhatan want the relationship to be between the Jamestown colonists and his tribe?** For each piece of evidence, use a quote or a paraphrase (with line number cited) and include how (reason how) this piece of evidence supports your claim.

Sample Writing Response:

When the Jamestown colonists first settled in America, they got along with the Natives, but the relationship quickly became violent and tense. In his speech to Captain John Smith, Chief Powhatan explains why he wants the relationship between their two groups to be friendly and helpful. First, Chief Powhatan explains that a better way to get food and supplies from the Natives is to ask for it rather than try to steal it (line 12). The Natives have provided help before, but when the settlers take it by force, the Natives respond by hiding food and supplies away. Powhatan warns that this could end up with the colonists starving (line 14). Secondly, Chief Powhatan thinks that they could make a better, happier life if they got along with each other and didn't have to live in fear. “It is better to eat good meat, lie well, and sleep quietly with my women and children; to laugh and be merry with the English,” (lines 18-19). Finally, Chief Powhatan wants to make sure that the next chief in line will have a positive experience with the settlers and that peace might be possible after his death. In line 9, he states that he wishes that his brothers could have a good experience with the colonists just like he had, so that the two groups could work together. Chief Powhatan knows that when the colonists treat the Natives with violence and aggression, they will all stop working together and it will be back for both groups. The colonists will have a bad life in America without the cooperation with the Natives.

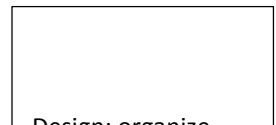
Scoring Rubric:

	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
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Focus/Opinion/Claim	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Claim is focused and demonstrates understanding of the topic and text 	<ul style="list-style-type: none"> • Responds to the prompt/question • Claim demonstrates understanding of the topic and text 	<ul style="list-style-type: none"> • Responds to the prompt/question • Claim demonstrates limited understanding of the topic and/or text 	<ul style="list-style-type: none"> • Does not respond to the prompt/question • Claim does not articulate an opinion/argument and/or • Claim demonstrates little/no understanding of the topic/text
Support/Evidence	<ul style="list-style-type: none"> • Evidence is relevant and well-chosen to support the claim • Evidence is accurately cited 	<ul style="list-style-type: none"> • Evidence is sufficient to support the claim • Evidence is cited 	<ul style="list-style-type: none"> • Evidence is limited, superficial or only somewhat connected to claim • Evidence is partially cited 	<ul style="list-style-type: none"> • Evidence is inaccurate, irrelevant or does not support claim • Evidence is not cited
Reasoning	<ul style="list-style-type: none"> • Reasoning/analysis thoughtfully and persuasively links evidence to the claim 	<ul style="list-style-type: none"> • Reasoning/analysis clearly links evidence to claim 	<ul style="list-style-type: none"> • Reasoning/analysis is only partially, superficially connected to claim 	<ul style="list-style-type: none"> • Reasoning/analysis does not connect evidence to claim or inaccurately connects evidence to claim
Organization	<ul style="list-style-type: none"> • Ideas and information are organized into purposeful statements to include an introduction, claim, evidence and reasoning • A variety of linking words connect evidence, reasoning to claim 	<ul style="list-style-type: none"> • Ideas and information are organized logically into introduction, claim, and evidence • Linking words work to connect evidence to claim 	<ul style="list-style-type: none"> • Ideas and information do not follow a logical paragraph structure and/or lacks a clear introduction and argument • Some linking words may be used 	<ul style="list-style-type: none"> • Ideas and information are not organized into a paragraph structure • Introduction and/or argument are missing or unclear • Linking words are not used/are confusing

Extension Activity:

Consider pairing this text with the following text, “Generall Historie of Virginia - excerpt from Book III by John Smith in 1612” as a way to show varying perspectives and points of view about the same event or time period. Text-dependent questions about following text should be developed and used as a way to ground students in the reading and to get the deeper meaning within the text. The culminating writing task (above) could be done about either text individually or about both texts as a way to extend this topic.



32 Until the 13 of May they sought a place to plant in; then the council was sworn, Master Wingfield was chosen
33 president, and an oration made, why Captain Smith was not admitted of the council as the rest.

34 Now falls every man to work, the council contrive the fort, the rest cut down trees to make place to pitch their tents;
35 some provide clapboard to relade the ships, some make gardens, some nets, etc. The savages often visited us kindly.
36 The president's overweening jealousy would admit no exercise at arms, or fortification but the boughs of trees cast
37 together in the form of a half moon by the extraordinary pains and diligence of Captain Kendall.

38 Newport, Smith, and twenty others, were sent to discover the head of the river: by diverse small habitations they
39 passed, in six days they arrived at a town called Powhatan, consisting of some twelve houses, pleasantly seated on a
40 hill; before it three fertile isles, about it many of their cornfields, the place is very pleasant, and strong by nature, of this
41 place the Prince is called Powhatan, and his people Powhatans. To this place the river is navigable: but higher within a
42 mile, by reason of the rocks and isles, there is not passage for a small boat, this they call the falls. The people in all
43 parts kindly entreated them, till being returned within twenty miles of Jamestown, they gave just cause of jealousy: but
44 had God not blessed the discoverers otherwise than those at the fort, there had then been an end of that plantation; for at
45 the fort, where they arrived the next day, they found 17 men hurt, and a boy slain by the savages, and had it not
46 chanced a cross bar shot from the ships struck down a bough from a tree among them, that caused them to retire, our
47 men had all been slain, being securely all at work, and their arms in dry fats.

48 Hereupon the president was contented the fort should be pallisaded, the ordnance mounted, his men armed and
49 exercised: for many were the assaults, and ambuscades of the savages, and our men by their disorderly straggling were
50 often hurt, when the savages by the nimbleness of their heels well escaped.

51 What toil we had, with so small a power to guard our workmen by day, watch all night, resist our enemies, and effect
52 our business, to relade the ships, cut down trees, and prepare the ground to plant our corn, etc., I refer to the reader's
53 consideration.

54 Six weeks being spent in this manner, Captain Newport (who was hired only for our transportation) was to return with
55 the ships.

56 Now Captain Smith, who all this time from their departure from the Canaries was restrained as a prisoner upon the
57 scandalous suggestions of some of the chiefs (envying his repute) who fained he intended to usurp the government,
58 murder the council, and make himself king, that his confederates were dispersed in all the three ships, and that divers of
59 his confederates that revealed it, would affirm it; for this he was committed as a prisoner.