

Community Makers

Identify an early Virginia community and compare helpful contributions.

K.4.b "identifying early communities, changemakers, and contributions of leaders including, but not limited to Indigenous tribes, farmers, traders, early settlers, minorities, women, and children;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	Farming	Writing	Trading
b	Building	Farming	Guiding
c	Hull-House	Farm	Market

2 MATCH WORK _____

Farmers	•	•	traded goods
Traders	•	•	built homes
Settlers	•	•	grew food

HOW TO RUN THIS PAGE

Read all choices aloud. Begin with this Virginia case: Long before the English arrived at Jamestown, Powhatan people lived in coastal Virginia communities. Women grew corn, beans and squash to help feed their communities. Ask each child: Which early Virginia people did you hear about? How did the women help their communities? Support the answer, then read the national comparisons and matching tasks.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen as I read each row’s choices and situation. Circle or point to the best choice. Tell me why.”

ROW	SAY	STUDENTS CIRCLE
a	Sequoyah was a Cherokee leader. Which word names his contribution?	Writing
b	Harriet Tubman was a changemaker. Which word names her contribution?	Guiding
c	Jane Addams started a place for new families in Chicago. Which name tells that place?	Hull-House

PART 2 • MATCH WORK

SAY “Draw a line from each group on the left to the work it did on the right. I will read every group and every work phrase aloud.”

- **Farmers** matches **grew food**
- **Traders** matches **traded goods**
- **Settlers** matches **built homes**

WHAT TO ACCEPT

Circle Writing for Sequoyah, Guiding for Harriet Tubman, and Hull-House for Jane Addams. Match Farmers to grew food, Traders to traded goods, and Settlers to built homes. For the Virginia case, accept Powhatan people and growing food or the named crops to feed the community. Record each child’s supported oral, signed or dictated identification. Treat the national examples as comparisons, not Virginia cases. Source: Jamestown-Yorktown Foundation, Pocahontas and the Powhatans of Virginia.